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ABSTRACT

The primary purpose of the project was to explore the possibilities of bringing into the Adult Basic Education (ABE) system the systematic and orderly introduction of volunteer use, through a planning mechanism called a Task Force. A secondary purpose was to investigate change strategies applicable to the existing ABE network. The activities of the task force are detailed as follows: (1) preconference activities to promote the formation of the task forces for the States of Nebraska, Ohio, and New Jersey; (2) the task force planning conference aimed at developing specific written proposals for volunteer use in ABE; and (3) post conference activities designed to provide feedback concerning task force operations. Making up the major part of the document, the appendix contains the following conference materials: (1) list of conference participants, (2) summaries of volunteers requested, (3) preconference mailing package, (4) planning conference lesson plans, (5) conference materials, (6) ratings by conference observers, and (7) summary of responses from conference participant reaction form. (MW)

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FINAL REPORT

Task Forces For Planning ACTION Volunteer Use In ABE:

a mechanism for promoting innovation in ABE

A Special Demonstration Project For
The United States Office of Education, Division Of
Adult Programs

March 1, 1970 To June 14, 1972
Conducted By

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PREFACE

This report has been issued in two editions. One edition co contains a complete set of conference materials, samples of mailings and other data. The complete edition is being provided to the Washington Offices of ACTION and USOE, as well as to State Directors of ABE in Nebraska, Ohio and New Jersey.

A shorter form of the report excludes Appendices C, D, E and F, which largely contain materials provided conference participants through mailings and during the conference, as well as the results of the Pre-conference Questionnaire. The shorter form of the report is being provided to all conference participants.

FINAL REPORT

TASK FORCES FOR PLANNING ACTION VOLUNTEER USE IN ABE

Final Report for Special Project entitled "Task Forces for Planning ACTION and ABE: A Mechanism for Promoting Innovation in ABE which was carried out by the Opportunities Industrialization Centers of America's Adult Armchair Education Program between March 1, 1972 and June 16, 1972, under a grant awarded by the Office of Education Bureau of Adult Education Vocational and Library Programs, Division of Adult Education.

I. INTRODUCTION

The primary general purpose of this project was to explore the possibilities of bringing into the ABE system the systematic and orderly introduction of volunteer use, through a planning mechanism which was called a Task Force. The secondary general purpose of this proposal was to investigate some of the major features associated with introducing change into the existing ABE network.

A. The Opportunity

The need for additional resources to be applied to ABE programs throughout the country is obvious. Currently, the ABE programs are reaching only two percent of the potential target audience and persons in need of their services. It is not conceivable that in the immediate future large amounts of monetary resources will be available to Adult Basic Education. Beyond this, however, it is inconceivable that money alone will be able to accomplish the needed job of reaching millions in the United States who are in need of Adult Basic Education. Indeed, in our preconference investigation of problems currently facing ABE it became immediately apparent to members of the project staff that the use of volunteers will be and must be a key ingredient to the combination of resources that must be applied to reach increased percentages of the current ABE target population.

While ABE is in need of additional resources, it has become evident within the last year that large numbers of potential volunteer resources are available through the ACTION agency. Typically, ACTION receives between forty and fifty thousand applications for volunteer service per year. Less than forty percent of these persons are utilized in volunteer efforts such as VISTA and the Peace Corps. It has been noted by ACTION that many of the volunteers applying and not assigned to projects possessed skills which could be applied to ABE. In addition, ACTION has been widening its potential pool of volunteer candidates through such resources as the United States Civil Service Commission and the Department of Defense. In these latter cases, they are now able to identify persons who are about to retire, have high level government skills, and are potentially seeking volunteer years of services.

These two needs of this organization suggested that an opportunity existed to bring together for their mutual benefit those administrators who could make decisions that would ultimately aid those who needed their services.

B. The Task Force Conceptance Activities

Given these opportunities to bring together ACTION and ABE including the various levels of responsibility (i.e., National, Regional, State and Local), the Opportunities Industrialization Centers of America's (OIC) Adult Armchair Education (AAE) program was funded to get facilitators for the Task Forces. The Task Forces were conceived as the mechanism for planning the implementation of ACTION volunteers into ABE program. The focal point of the Task Forces was the three day Planning Conferences held in Philadelphia, Pennsylvania for each of the three states involved: Nebraska, Ohio and New Jersey, during three separate weeks in May, 1972. The rationale given for the selection of three states as pilot demonstration was that they represented a variety of program settings (i.e., Nebraska - primarily rural; Ohio - mixed rural and urban; and New Jersey - primarily urban).

The activities designed to accomplish the objectives of the Task Force are divided in this report along with conclusions and recommendations pertaining to Task Force structure. The activities are described in this report as follows:

1. Preconference Activities - to promote the formation of the Task Forces for three states.

2. The Task Force Planning Conference - aimed at developing specific written proposals for Volunteer use in ABE as a result of planning activities by key decision makers.

3. Postconference Activities - designed to provide feedback concerning Task Force operations.

II. PRECONFERENCE ACTIVITIES

A. Introduction

Of primary importance to the success of the special project was the proper management of the many activities that had to be completed prior to the actual conference. Special attention was given this phase of Task Force activity in order to insure positive conference results. The Task Force had to be organized and the conference design and materials developed.

The initial activities necessary to organize the Task Force for each state had to deal with the complexities of integrating the various systems concerned with ABE and ACTION into an effective planning mechanism. Open lines of communication for exchange of information and ideas had to be established with ACTION agency personnel at the national and regional levels, national and regional USOE staff, State ABE Directors and their staff, and local ABE program directors. Another important component of preconference activity was the creation of specific designs for the conference format and informational materials relevant to the known needs of local, state, regional and national persons. Finally, the specific mechanics of operating each of the planning conferences had to be developed.

B. Specific Objectives

1. To organize the ABE Task Forces for planning ACTION volunteer use in the states of Ohio, New Jersey, and Nebraska which would include every level of ABE administration to affect the selected states as well as regional and national administrators from USOE and ACTION.

    (a) Minimum Task Force expectations for USOE included at least one representative of the National office and the Regional Program Officer or his representative.

(b) Minimum Task Force expectations for the ACTION agency included at least one representative from both the national and regional offices.

(c) Minimum Task Force expectations for selected states included the State Director, one or more members of his staff, in addition, a maximum of ten local ABE administrators representing a cross-section of programs with regard to population groups, size, and program level of sophistication.

2. To introduce all levels of Task Force participants to the specific objectives of this special project, and to enlist their cooperation and support in meeting Task Force goals by:

   (a) Reinforcing through direct and indirect communication with participants,positive feelings about the conference, and providing orientation to Task Force and planning conference approach.

   (b) Dealing with negative feelings or responses such as problems encountered in the past use of volunteers.

   (c) Underlining self-interest of successful completion of project.

   (d) Preparing participants for being receptive to information and questionnaire in preconference packet.

3. To elicit information as to ABE program needs from participants to assist in planning conference sessions which would be responsive to those needs by:

   (a) Eliciting information from telephone contact and direct face-to-face contact.

   (b) Having each participant fill out and return preconference questionnaire prior to attending conference.

4. To develop and design Task Force Conference including format, lesson plans, participant materials, audio-visual aids, and evaluation materials.

5. To plan and organize system for successfully implementing mechanics of conference operation, i.e., fiscal arrangements, transportation, room accommodations, registration, meals and social events.

C. Methods and Procedures

1. Coordination of Task Force Formation and Orientation of Participants

A system of communication utilizing direct face-to-face contact as well as telephone and mail was implemented to proceed with Task Force development. Phone contacts were used to introduce the special project and to gauge the initial response to the concept. Letters were sent to introduce the special project, to reconfirm the anticipated visits, redefine the role of OIC/AAE in the conference, and to summarize some of the essential features of the Task Force. Preconference meetings were held with USOE and ACTION representatives as well as with ABE State Directors of Nebraska, Ohio, and New Jersey. A preconference mailing was sent to all levels of participants to reinforce information about the conference and to further prepare the participants for the conference objectives and work.

(a) USOE Staff Coordination

After the initial phone calls and mail correspondence a series of contacts and meetings was held with the USOE national staff in order to develop a number of strategies and understandings necessary to begin planning for the Task Force Conferences. Initial selection of states was completed with Nebraska, Ohio, and New Jersey chosen to participate in the special project. Decisions were arrived as to what section USOE would take in order to support, stimulate, and interest the three State Directors in the project; to decide specific responsibilities for coordination of the Task Force effort, and to determine the extent to which Regional USOE persons might be involved in contributing their expertise to the conference.

(b) ACTION Agency Coordination

Contacts and meetings were held with national ACTION representatives to determine certain policy and program questions, and to gain their input as to how ACTION Volunteers might be successfully incorporated into the ABE system. Concepts were developed for generating interest and support for the Task Force effort throughout the various levels of the ACTION agency.

Initial contacts with regional ACTION staff reflected a receptive attitude towards the concept.

(c) Coordination of State and Local ABE Directors

There was a series of contacts and meetings with the state ABE directors and their local staffs from Nebraska, Ohio, and New Jersey to present to them the concepts and potential of the special project. Direct visits were made to Nebraska and New Jersey. Two personal visits were made to Ohio to fully discuss their concerns. These meetings were held to orient the State Directors; to enlist their full cooperation and support; and to begin with them to finalize concrete objectives for the Task Force. In addition, ideas and feelings were exchanged concerning a number of special issues such as (1) past use of volunteers, (2) potential new roles for new types of volunteers, (3) setting a potential date for the conference, and (4) factors to be considered in the selection of local ABE administrators. By discussing these and other topics of concern prior to the conference and freely exchanging thoughts, it was felt that any major obstacles could be resolved and the operation of the actual conference facilitated.

2. Preconference Mailing

Every member of the Task Force received a preconference information package (see Appendix C) designed to further orient each participant to the Task Force conference approach. The packets included:

(1) Letter of introduction
(2) Conference expectations
(3) Travel expense information
(4) Conference schedule
(5) List of conference participants
(6) Information about the conference center, Krishelm
(7) Preconference questionnaire

The preconference questionnaire was designed to (1) develop information as to the current level and other program operations; (2) to delineate felt needs within the ABE system; and (3) to assess and develop approaches to volunteer use within the current ABE programs. (A breakdown of specific findings delineated by returned questionnaires is attached to this report. (See Appendix D).

3. Design of Conference Format

After receiving input from the various levels involved in Task Force planning, a three day working conference format was designed aimed at meeting Task Force objectives. The design included (1) introduction of participants; (2) orientation to philosophy and potential of the conference; (3) overview of the conference design and objectives; (4) group discussion of ABE needs; (5) individual identification of volunteer types observed; (6) the development of written proposals for each local program; and (7) the planning of a state-wide strategy for ABE and ACTION (see Appendix A). The conference atmosphere was to be friendly and informal, utilizing group discussion and providing individualized technical assistance as needed.

Lesson plans were developed for each of the conference sessions as well as participant materials and audio-visual aids. (See Appendix E). Of special significance were two slide tape programs depicting: (1) ACTION Volunteer Use in ABE--an overview of the various ACTION volunteer programs and roles (Peace Corps, VISTA, ACE, etc.) and specific possible applications of ACTION volunteers to meaningful roles in ABE programs; and (2) a specific slide program on the use of recruiters as volunteers in ABE. The second tape, available to conference members, presented specific ways in which volunteers might be utilized in a recruitment role to increase ABE participation. Evaluation tools were built into a three day format to assess the strengths of the conference design and to evaluate staff performance. These assessment tools included:

(a) Participant Reaction)
(b) Observer Checklist) (See Appendix F)
(c) Participant Information)

4. Mechanics of Conference Operation

The conference format that was designed demanded great productivity in a relatively short period of time. The hours allotted by the schedule were sufficient for the attainment of conference goals, but to be successful, the agenda had to be smooth running and free of many of the potential problems inherent in a conference situation. Every detail of conference mechanics had to be well synchronized and fully under control prior to the actual conference.

(a) Site Selection

It was determined that the following factors would be especially important in selecting and finalizing a conference site:

(1) Location suited to a working atmosphere, rather than close to entertainment and other facilities which might preclude full participation of conference participants.

(2) Good meal facilities

(3) Adequacy of conference meeting space.

(4) Adequacy of sleeping accommodations.

After investigation of a number of potential conference sites in the Philadelphia area, Krishelm Conference Center, located in Chestnut Hill, Pa., was considered the most advantageous. Also, it proved to be the most cost effective.

(b) Travel Expenses

The source of control for fiscal matters related to the Task Force conferences was the OIC/A accounting office. There was sufficient capability through existing OIC fiscal personnel to properly handle the total accounting needs of this project.

Procedures for reimbursement were worked out in such a manner that only a minimum amount of paper work would have to be done by conference participants. Fiscal arrangements were communicated to conference participants by means of the "Conference Travel and Expense Information" sheet contained in the preconference mailing (refer to Appendix C).

For those coming by air, arrangements were made directly through existing OIC mechanisms with the cooperation of a local travel bureau. This method of handling travel expenses precluded the need for conference participants to make large initial outlays of funds from their individual resources.

(c) Social Activities

A number of factors were taken into consideration in deciding to provide entertainment and social activities for conference participants. They included:

(1) Distance of conference center from entertainment centers of Philadelphia
(2) Conference participants' lack of transportation resources.
(3) Participants lack of familiarity with the city
(4) Desire that participants be well rested and alert for conference activities.

Each conference group from Nebraska, Ohio, and New Jersey was provided with a number of social activities among which were a baseball game at the National League's newest and largest field, Veterans Stadium, a show at Playhouse In The Park, the air conditioned theater in the round in the city's large park system, tour of OIC's ABE program and a tour of the Prototype of OICs of America's vocational training programs, excursions to cultural and night spots, including a special evening showing of the Liberty Bell at Independence Hall exclusively for the conference participants, and a visit to Progress

Plaza, the black owned shopping center in the inner city for a tour and orientation to black economic development in Philadelphia.

Transportation for the group was provided by chartered bus.

(d) Planning Conference Support

Besides the above major items, a number of small details had to be taken care of to assure a smoothly run conference. Among these were:

(1) Room assignments

(2) Registration procedure

(3) Meal schedules

(4) Securing meeting rooms

(5) Local travel arrangements

(6) Assignments for support personnel

(7) Coffee and other refreshment breaks

(8) Reproduction of conference materials

(9) Assembling equipment for use during conference

Each of the above activities was assigned to and completed by appropriate OIC/A personnel.

Information about room assignments, meal schedules, location of meeting rooms, and method for documenting travel expenses were related to participants at registration. Registration for the Nebraska and Ohio conferences was held the evening the participants arrived at Krishelm. Participants from New Jersey arrived the day of the actual conference and some time had to be subtracted from conference activities to explain the above procedures.

Coffee breaks were provided for participants during both the morning and afternoon sessions. An evening snack was also provided for conference members the night of arrival.

All materials for the conference were reproduced and ready for distribution prior to the conferences. A temporary office was set up at Krishelm to deal with any emergency clerical needs. Office supplies, audio-visual aids, and other equipment were taken to the conference site for use as needed.

D. Results

1. Organizing the Task Forces

The work of organizing the Task Forces, orienting the prospective participants and confirming attendance for each Task Force Conference was completed in approximately a one month period. Minimum expectations for the different levels of participants were met or exceeded for the most part (see Appendix E).

National and Regional ACTION were well represented at each conference. National USOE staff participated fully in the total project effort through the presence of a specially assigned representative for the entire length of each of three conferences. USOE Regional Program Director for the states of Nebraska, Ohio, and New Jersey were not present at the Task Force Conferences (a representative of USOE, Region 3 staff, did observe a portion of the New Jersey conference). The ABE State Directors from Nebraska, Ohio, and New Jersey attended the conference for his state along with local program directors.

The local program directors represented a broad range of ABE programs in regard to population groups served (Afro-American, American Native, Appalachian White, Mexican American, and White), rural and urban settings and program level of sophistication.

Of special significance was the presence of a number of representatives from interested agencies including personnel from the Governor's Office of Nebraska, USOE, Division of Adult Education and USOE, Division of Manpower Training.

The absence of USOE Regional Program Officers was significant. They might have served as a strong focal point for the continued involvement of State ABE Directors and staffs and ACTION

Agency personnel in completing the special project. The need for Regional USOE participation should have been more clearly expressed in preconference meetings with National USOE staff.

2. Conference Orientation

Task Force members arrived at the conferences well prepared for the work at hand. After receiving an orientation to the special project, they had done some serious thinking about the needs of ABE programs and the roles volunteers might play in helping to alleviate some of the problems.

The success of the orientation process, preparing Task Force Conference participants and enlisting their cooperation and support, can be demonstrated by a number of factors which include:

(a) the expedient manner in which USOE staff arranged meetings between AAE staff and national ACTION personnel to begin planning for Task Force Conferences.

(b) the amount of planning on the part of the ACTION Agency in preparing presentations, audio-visual aids, and participant materials appropriate to conference needs.

(c) the promptitude of State ABE Directors in identifying local ABE Directors to participate in the conferences and in securing the release of local ABE Directors from on-going responsibilities through correspondence with local school superintendents and/or college presidents.

(d) the number of preconference questionnaires containing valuable information about ABE program operation and needs which were returned prior to the Task Force Conference. State Directors and their staffs forwarded twenty-nine of thirty-six forms to the AAE staff to assist with preconference planning.

(e) the response of conference participants on the Participant Reaction Form. Only three of thirty-one respondents noted "Better Preconference Orientation" as an area of possible improvement (See Appendix G).

3. Information Gathering

Information was elicited by mail, direct visit, and telephone contacts that enabled the AAE staff to tailor the conference design, format, participant materials, and audio-visual aids, to the needs of the individual participants. The preconference questionnaires are included in this report. (See Appendix D). Evidence of the success of individual concerns was dealt with "extremely well" or "mostly" by conference staff. (See Appendix H).

4. Design of Task Force Conference

The three day working conference format proved to be an adequate schedule for the accomplishment of conference objectives. Group discussions were lively and informative; technical assistance was provided as needed.

Materials designed for the conference included:

(a) Primary Conference Work Output

(b) Conference Design and Activity Summary

(c) Proposal Development Worksheets

(d) Lesson Plans for each conference session

(e) Audio-visual aids:

  (1) Transparencies of participant materials

  (2) Slide tape presentations

(f) Conference Evaluation Forms (See Appendices)

The conference design, format, participant materials, and audio-visual aids as well as conference atmosphere, objectives and group participation were evaluated by identified conference observers and individual conference participants. The majority of the conference observers rated all of the above categories between the "highest level of achievement" and "fair" on the Observer Checklist with the overwhelming majority of responses in the two highest categories. (See Appendix E). The majority of respondents on the Participant Reaction form were well satisfied with the topics covered, the discussion process, and the conference organization and procedure. (See Appendix H).

The overall conference objectives were met by the conference design. A list of all suggestions made by participants for conference improvement is attached to this report. (See Appendix H).

5. Mechanics of Conference Operation

The actual conference was a well run, fully synchronized affair with every activity supervised by a member of the AAE staff. Task Force conference participants and conference observers felt that conference mechanics were quite effective.

(a) Site Selection

Utilization of the facilities of Krishelm Center had the following advantages:

(1) Conference sessions were able to begin on time as majority of participants resided at Krishelm

(2) Task Force members were able to develop friendly relationships with each other outside conference sessions.

(3) Participants did not have to pay beyond money budgeted for meals as all meals were prepared and provided by Krishelm staff.

Most participants felt that Krishelm was a unique type of conference center with good accommodations and lovely grounds. Two women participants who were assigned the same room commented that the room was dirty. No explanation can be offered for their comments. Conference observers who included three women, rated living quarters clean and comfortable. (See Appendix G). A majority of both conference observers and individual conference participants rated all accommodations and services from the highest level of achievement to the "fair" category with a substantial majority in the two highest rating categories. Individual suggestions for improvement are included in this report. (See Appendix G).

(b) Travel Expenses

Travel arrangements and reimbursement procedures for conference participants were handled smoothly and expeditiously. All conference participants were allowed to specify travel arrangements desired. On arriving at the Task Force Conference, participants were given "Travel Expense Information Form" which was completed and returned to the AAE staff. (See Appendix F).

Prepaid airline tickets were found to have the following advantages.

(1) Participants need not lay out relatively large sums of money prior to the conference.

(2) The most expeditious routing by air is assured.

(3) Indirectly assures attendance of conferees at conference site at the time most desired.

(4) Assures positive documentation of expenses.

All other travel expenses, cab, rail, or car were promptly reimbursed. Any problems in the area of transportation were the result of what some participants felt was an unclear map on the Krishelm brochure detailing travel routes to Krishelm within the city of Philadelphia.

(c) Social Activities

Conference members for the Nebraska and New Jersey conferences seemed highly appreciative of social activities provided for their entertainment. Some participants from New Jersey who had planned to commute, stayed on at Krishelm in order to be able to participate. The chartered bus took participants to activities for the evening immediately after dinner and returned them to Krishelm early enough for them to be alert for the work of the conference the following day.

The majority of conference observers rated social activities in two highest levels of achievement, individual conference participants had few suggestions for improvement. (See Appendix H).

(d) Conference Support

Support responsibilities were carried out by OIC/A staff members. All of the small details were carefully handled and the conference ran smoothly without any major disruptions. Personal and clerical needs of conference members were met by assigned staff. CIC/AAE personnel worked as an effective team, meeting conference support needs.

III. THE CONFERENCE ACTIVITIES

A. Introduction

The conference was conceived as a three day working session with measurable accomplishments for each scheduled session and an overall objective of development of a state proposal for the use of ACTION Volunteers in local ABE programs. The concept of participant involvement was the overall theme, and on that premise, participant contribution began with preconference meetings and specific planning through use of a questionnaire.

The sessions were planned to respond to expectations and needs indicated by information gathered from local, state, regional, and national preconference contracts via mail, phone, and personal visitation.

Lesson plans and participant materials were developed for each session and outside conference observers were present for on-going evaluation and participation as resource persons. The theory of "learning through doing" was applied in anticipation of a general inexperience in proposal development by conferees, therefore, "sample proposals" were developed and used for guidance of local directors. These proved to be valuable tools; in many cases, minimal modifications were necessary for program adaptation. (See Appendices E and F).

The "working" atmosphere of the conference was further defined by the clarification of the roles of all conferees and the establishment of cooperation among all levels represented: ACTION (national and regional), USOE, and state and local ABE directors. The opening sessions of the conference were designed to elicit commitment to conference goals by all participants and define the function of the conference leader, Ronald Howard and the AAE staff as facilitators and resource persons. (See Appendix E).

Further, the goals outlined were developed to conform to the three day time factor and designed for successful completion within that parameter.

B. Specific Conference Objectives

1. To develop a comprehensive written proposal for use in ABE which is individualized to the specific needs of state and local program sponsors represented at the conference:

    (a) Each completed document will include appropriate information on the following proposal categories:

        (1) Identification cover sheet

        (2) Problem statements which are developed specifically to define the need for particular types of skills required in local ABE programs.

        (3) Objectives projecting performance expectations for each volunteer type requested.

        (4) Job description and qualifications.

        (5) Supervision and support.

        (6) Evaluation designed to gauge program effectiveness and individual performance of volunteers.

        (7) Training needs.

        (8) Budget

2. Key Objectives for each Session

    (a) Session One: To establish through the use of fact sheets an overview of the conference philosophy and a cooperative working attitude by introduction of various levels of participants and defining the roles and expected contributions to be conference.

    (b) Session Two: To familiarize participants with conference objectives by discussion of overall schedule and design and provide opportunity for particular recommendations for modifications of work plan. To elicit commitment from conferees for completion of conference goals.

    (c) Session Three: To define through general discussion problem areas in local ABE programs and identify specific volunteer functions applicable as solutions.

(d) To provide proposal development worksheets for local program directors and being detailing projected use of ACTION Volunteers tailored for specific program needs. Development of job descriptions, qualifications, objectives.

(e) To complete specific written proposals for each local program and develop cover sheets, budget requirements, and summary sheets.

(f) To coordinate inter-program needs and problems and resolve fiscal responsibilities on a state-wide basis to insure effective demonstration projects.

(g) To outline some of the methods and techniques recommended for effective supervision and support of volunteers.

3. To provide a conference format which permits decision makers at all levels (national, regional, and local) an opportunity to personally interact in the process of developing a comprehensive workable proposal for the use of ACTION Volunteers in a state-wide ABE program.

C. Methods and Procedures

1. The "round table" approach was employed for the two opening sessions of the conference. A general orientation to conference design was presented and participants were encouraged to suggest modifications and commit themselves to the work schedule.

   Each local director described his/her local program and defined problems existing. This method revealed the difficulties common to most AAE operations and assisted in cementing the cooperative atmosphere desirable for success. Once functional difficulties were expressed by local directors, the introduction of ACTION Volunteers as a solution for program expansion and improvement was made easier. The State director assisted in defining the financial parameters and the local responsibility. An asset for the clarification of ABE nationally was the presence of a representative from USOE

(Bayard Clark) to provide on-going consultation for the development of the state proposals. Further explanation of ACTION Volunteers was provided by Ronald Dunton of ACTION, Washington, D. C. Also present were regional directors for the ACTION program.

Information regarding the consultant staff and their function as resource persons to the director in the development of proposals was explained and the staff were introduced.

2. Instructional methods assumed the form of providing "sample" proposals to directors containing job descriptions, qualifications for positions requested, budget and summary sheets. With this sample proposal as a working tool and specific program needs defined, the AAE resource team was assigned to give individual assistance to directors in development of specific functional categories, i.e. recruitment, instruction, curriculum development, counseling, volunteer services, etc. The resource persons were members of the AAE Department of the OICs of America, and each had specialized expertise in all phases of the above mentioned categories as well as considerable experience in the use of volunteers.

3. Once individual sections of proposals were completed the total group was reassembled for compilation and summary of statewide plan for use of volunteers. Frequently this discussion of state needs resulted in cooperative or regional use of such specialists as a curriculum developer or volunteer services volunteer.

4. The concluding sessions were roundtable discussions dealing with supervision, training, and support for volunteers. Standards for evaluation of both individual and program success were suggested by the conference leader and resource team.

D. Results

1. The project was successful in accomplishing the objectives of developing written proposals for the use of ACTION Volunteer in ABE program in the states of Nebraska, Ohio, and New Jersey

   (a) A total of 59 volunteers were requested for

Nebraska	19	
Ohio	16	
New Jersey	24	(See attached state breakdown, Appendix B).

(b) Functional job needs were defined in fifteen categories. Problem statements and job descriptions were prepared to meet the specific needs defined by local programs in each state. (See Appendix B).

(c) Participants were encouraged to evaluate sessions for effectiveness and were cooperative in doing so. (See summary of Participant Reaction, Appendix H).

(d) Communications were established between various levels of representative, national, regional, state, and local clarification of roles and responsibilities for proposal completion.

(e) The tools for expediting the conference were effective in the preparation of the completed proposal package. (See Conference Materials, Appendix F).

(f) The fiscal responsibilities in all categories (national, state, and local) were defined and resolved. (See Budget Summary, Appendix).

(g) The conferees were provided with the basic information required for:

(1) Developing proposals

(2) Supervision and training of volunteers

(3) Budget requirements

(h) The use of a resource team proved to be a highly successful method of providing specialized, individual assistance and is recommended for efficient conference procedure.

(i) The conference work plan was enhanced further by the participation at each conference of outside observers who served as consultants in addition to providing an evaluation of the project. (See Observers Checklist, Appendix G).

IV. POST CONFERENCE ACTIVITIES

A. Introduction

The postconference activities were conceived as the period of time in which the initial planning activities for use of volunteers in ABE was consolidated. It has been emphasized to each planning group that the conference activites were just the beginning state of a wide variety of activities that had to be carried on prior to volunteer's entrance into ABE programs. These postconference (or volunteer preservice activities depending upon point of view taken) included in part:

1. Final approval of volunteer use plans by local boards of education and/or state boards of education.
2. Determination and identification of all necessary support and other costs needed to fully implement the program.
3. On-going planning for volunteer orientation and training both at the ACTION regional level and the state and local levels.
4. Coordination and implementation of selection of volunteers through ACTION office of selection and local levels.
5. Preparation by local ABE administrators for bringing his requested volunteers into local programs. This includes space and equipment acquisition, preparing local staff and community for volunteer's role and function, supervision, and on-going in-service training.
6. Overall coordination of volunteer projects, regional ACTION and USOE staffs.
7. Preparation of final preoposal by state directors and their staffs for state plan.

All of the above postconference activities were discussed with conference participants, and tentative plans were made for continuing planning and implementation activities. It was clear, however, that the extent to which the conference facilitators OIC/AAE could involve themselves in the participants; postconference activites was limited by the scope of obligation under its existing contract. Objectives for OIC/AAE postconference are defined below under objectives.

B. Objectives

The specific objectives identified for the OIC/AAE Project Staff postconference activities were as follows:

1. Consolidation of conference materials, forms, data, and other materials.

2. Preparation of final report of Task Force activities.

3. Postconference mailings to Task Force participants.

4. Final closeout of fiscal and other matters concerning facilitation of Task Force.

C. Methods and Procedures

1. The conference materials used in promoting volunteer usage and preparing proposals were considerable considering the relatively short duration of the conference. For example, the proposal drafts themselves average 200 pages of material for each of the three conferences. Copies of these proposal drafts had been provided to State directors, ACTION selection staff, ACTION regional staffs, and USOE. In addition, each conference participant who had completed a proposal for volunteer use.

   The compilation of these initial proposal drafts into a finished proposal of state plan was the responsibility of State directors. AAE compiled summaries of volunteers requested (see Appendix for various summary tables). The preconference and conference were assembled in such a way as to provide a basis for materials replication in possible future conferences of a similar nature. Evaluation materials were consolidated and summarized. (See Appendix D).

2. A final report was prepared in such a way as to give a picture of the Task Force in a structure

suitable for duplicating Task Force methods to other settings.

3. Postconference materials consisted primarily of a copy of the final report to conference participants. This is consistent with the main thrust of the Task Force approach which consistently attempted to put "everything on the table."

4. All fiscal and other matters pertaining to conference activity were completed. From the point of view of conference participants, this consisted primarily of reimbursement for their outlays of conference expenses through the mechanism of the OIC/A Fiscal Office. Accounting for the total project, fiscal and related matters, have been and continue to be handled by OIC/A.

D. Results

The accomplishment of postconference objectives by the OIC/AAE facilitators have been accomplished as is evidenced by this final report. Appendices attached contain consolidated materials used in preconference and conference activities. Fiscal reimbursement for all conference participants was completed shortl after the conference sessions.

Postconference materials consisting of the final report have been mailed to all conference participants.

One of the primary results of this postconference activity is that there is currently a lack of a focal point for coordinating on-going Task Force state, regional, and national activities. Evidence is such, through phone inquiries from various states, that the question of responsibility for the post-conference activities of participants would have been facilitated if very clear indication could have been given of a regional or national person presumable in USOE who would be able to give on-going direction assistance and coordination to the various needs of the Task Force. At the time of the writing of this report, we understood the USOE is attempting to develop a mechanism for this on-going coordination.

V. CONCLUSIONS AND RECOMMENDATIONS

These conclusions and recommendations are designed to summarize for other ABE administrators, the various principles and learning experiences gained as a result of this project.

1. The Task Force concept was found to be a viable and productive approach for planning the design and implementation of new elements into existing ABE programs. It is felt that the Task Force concept may be examined and applied in a wide range of situations requiring planning activities at all levels of ABE programming, (i.e. local, state, regional and national). We do not suggest that the concept be used in all planning efforts, but should be considered as one of several mechanisms for planning, especially where diverse levels, agencies and groups must be coordinated.

2. Considerable time and adequate resources must be available to implement Task Force planning. It is felt that USOE in this project did provide adequate funding and a time frame sufficient to do the job, (i.e., five months at a funding level of $60,000 for the development formation and activities of three pilot Task Forces). Once experience has been gained in the Task Force approach, it is felt that subsequent Task Force start up time and cost can be greatly reduced.

3. In forming Task Forces it is most important that insofar as possible participants be contacted directly, preferably in a face-to-face situation and at the least by a personal telephone call. This was the approach used in this project. It was found that director contact allowed Task Force facilitators to receive immediate informal and formal input as to questions, concerns, objections, problems and difficulties of Task Force members.

4. The task or mission of the Task Force must be saleable to participants and involve them on a level of self-interest. In this effort the need for additional ABE resources and the need to field a new type of volunteer, both served the interest of the two large groups involved.

5. Linking the mission of the Task Force to true cost effectiveness enhances the salability of participation. In this case, ACTION could increase the number of volunteers fielded at lower cost per volunteer while ABE programs could receive manpower resources which would have an overall average market value of twice the cost for the volunteer. (See Appendix I). It should be noted here that ACTION's ability to meet ABE program requirements is a crucial factor in the cost effectiveness picture. However, ABE program directors will share in the final

selection of volunteers and their ability to be able to do this will be of equal importance to the ultimate on-going of the Task Force.

6. Agreement and commitment to objectives of the Task Force must be secured. The director contact approach facilitates such agreement and commitment.

7. It should be recognized that planning a Task Force is a kind of change agent and that resistances to change is "natural". It is, therefore, extremely important that both positive and negative attitudes be brought into the open as soon as possible, be fully recognized and discussed. Every opportunity should be given participants at every stage of Task Force activity to air their concerns and express attitudes.

8. The Task Force facilitators (i.e., those who have the charge to servicing and guiding the activities) should be seen and in fact be as neutral as possible concerning the interests of the various Task Force members. This is not to say that facilitators should not be enthusiastic or not have interest in the mission and objectives of the Task Force.

9. The short run objectives of the Task Force should be clearly defined, clearly measurable and clearly communicated. In the case of this Task Force, the production of specific proposals requests for volunteers was the principle objective of the Task Force within the scope of its initial period of activity.

10. All activities of the Task Force are enhanced if there is continuous opportunity for input by members to freely shape and influence the direction of activities within the scope of the objectives. The body of this report suggests a number of ways in which Task Force facilitators provided freedom of input. The pre-conference questionnaire and the second session of the planning conference are but two examples of much formal points of input opportunity.

    Much effort before and during the planning conference went into giving participants information channels of communication.

11. Greatest emphasis of participation should center upon those who will actually implement the planned activity. In these three Task Forces, approximately half the conference participants were local directors of ABE

programs. Their contribution was planned to be essential within the framework of the measurable Task Force objectives.

12. The climate of the Task Force's local activity (in this case the Planning Conference in Philadelphia) should be a climate of working towards specific ends. The Planning Conference was designed to have specific objectives for each session. The use of the Krishelm Retreat allowed for a contained setting where work could be focused up in an attractive setting. Although it is popular today to regard conferences as an opportunity to relax and get away from it all, it is believed that in the long run participants will gain a greater sense of pleasure from the actual meaningful accomplishments which were produced.

13. One limitation noted in this Task Force had to deal with the factor of diverse sources of accountability are fairly well fixed. With the large number of agencies to which participants were accountable, it was difficult to fix responsibility. It is felt that greater control over this factor could have been gained if during the planning conference verbal agreements of responsibility could have been reduced to writing as tentative agreements of understanding. Such would have aided postconference activities between various agencies and especially on the National, Regional, and State levels.

14. The Task Forces on-going activities after the initial planning effort should be firmly fixed and responsibility assigned. Task Force facilitators developed a growing recognition that they should have pushed for the involvement of USOE regional staff members as a focal point for the postconference activities. It is felt that if this role had been created, there would have occurred a number of additional benefits to the ultimate success of this project. Responsibility for this omission and lack of foresight is assumed by the Task Force facilitators.

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LISTS OF CONFERENCE PARTICIPANTS
AND
SUMMARY OF REPRESENTATION LEVEL

APPENDIX A

CONFERENCE PARTICIPANTS BY LEVEL OF REPRESENTATION

	NEBRASKA	OHIO	NEW JERSEY
Local ABE Programs	9	8	12
State ABE Office	2	2	3
Regional Level			
ACTION	2	2	2
USOE	0	0	1
National Level			
ACTION	2	2	2
USOE	3	1	4
Total per Conference	18*	15*	24*

*NOTE: Some individuals at National Level attended more than one conference.

TOTAL INDIVIDUALS PARTICIPATING BY LEVEL OF REPRESENTATION

Local ABE	29
State ABE Offices	7
State ACTION	3
Regional ACTION	3
Regional USOE	1
National ACTION	3
National USOE	6
	52

Local	29
State	7
Regional	7
National	9
	52

TOTAL INDIVIDUALS PARTICIPATING BY AGENCIES

USOE	7
ACTION	9
State ABE	36
	52

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SUMMARIES OF VOLUNTEERS
REQUESTED BY ALL STATE PLANNING CONFERENCES:
BY STATE, TYPE OF VOLUNTEER, STATE, AND PROGRAM

APPENDIX B

NEBRASKA

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROGRAM	DIRECTOR	VOLUNTEERS	
State Office	Len Hill	Planning and Evaluation Specialist	1
Kearney	Dean McClellan	Curriculum Specialist	1
		Communications Specialist	1
		Teacher Trainer	1
Chadron	Gary Bieganski	Counselor Recruiter	1
		Volunteer Services Spec.	1
Scottsbluff	John Lewis	Recruiter	1
		Volunteer Services Spec.	1
Omaha	Blanche LaCroix	Recruiter	1
		Communications Specialist	1
Lincoln	Curt Sederburg	Recruiter	1
		Curriculum Specialist	1
Norfolk	John Harms	Recruiter	1
		Curriculum Specialist	1
York	Charles Graves	Recruiter	1
Fairbury	Sid Regnier	Recruiter	1
		Counselor	1
McCook	Hap Potter	Communications Specialist	1
		Recruiter	1
			19

OHIO

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROGRAM	DIRECTOR	VOLUNTEERS	
State Office	James W. Miller	Communication Specialist	1
Columbus	James M. Vicars	Tutor/Recruiter	2
Cleveland	William L. Edwards	Recruiter	3
Pike-Ross	Max W. Way	Supportive Services Specialist	1
Toledo	Dale Baker	Recruiter	1
Muskingum	Dr. Chester O. Mills (Mary Ann Miller, sup.)	Recruiter	2
Cincinnati	Walter R. Lund (James V. Gillen, sup.)	Recruiter	2
Dayton	Richard C. Dixon	Recruiter Counselor	2 1
Warren	Scott C. Lehman	Curriculum Specialist	1
			16

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROGRAM	DIRECTOR	VOLUNTEERS	
State Office	George A. Snow	Management Systems Analyst	1
Newark Board of Ed.	Carmen J. Attansio	Counselor	5
		English Speaking (2)	
		Spanish Speaking (3)	
Montclair State College	George A. Snow (Joan Fischer, sup.)	Communications Specialist	1
Jersey City State College	Joseph R. Tiscornia	Curriculum Specialist	1
Glassboro	Delores M. Harris	Curriculum Specialist	1
Camden	Bernard A. Brown	Learning Disability Spec.	1
Newark Manpower Training Skills Center	Robert Reid	Reading Specialist	2
Trenton	Robert Graham	Recruiter	1
		Reading Specialist	1
		Curriculum Specialist	1
State Prison - Trenton	Robert S. Hatrak	Volunteer Services	1
		Specialist	1
		Reading Specialist	2
Jersey City	Bernard Peplowski	Recruiter	1
Hoboken	Patrick R. Capone	Recruiter	1
Paterson	James J. Comerford	Recruiter	1
		Counselor	2
Vineland	Carl Simmons (Linda L. Cassidy, sup.)	Recruiter	2
			26

SUMMARY OF VOLUNTEERS REQUESTED BY STATE PLANNING CONFERENCES

Volunteer Title	Number of Volunteers Requested			
	Nebraska	Ohio	New Jersey	Total
Communications Specialist	3	1	1	5
Counselor	1	1	3	5
Counselor, Spanish speaking			3	3
Counselor Recruiter	1			1
Curriculum Specialist	3		3	6
Curriculum Specialist Tutor		1		1
Learning Disability Specialist			1	1
Management Systems Analyst			1	1
Planning and Evaluation Specialist	1			1
Reading Specialist			4	4
Recruiter	7	10	7	24
Supportive Services Specialist		1		1
Teacher Trainer	1			1
Tutor Recruiter		2		2
Volunteer Services Specialist	2		1	3
	19	16	24	59

NEBRASKA

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

TYPE OF VOLUNTEER	REQUESTING PROGRAM	PROGRAM DIRECTOR	NUMBER	TOTAL
Planning and Evaluation Specialist	State Office	Len Hill	1	1
Curriculum Specialist	Kearny Lincoln Norfolk	Dean McClellan Curt Sederburg John Harms	1 1 1	3
Communication Specialist	Kearny Omaha McCook	Dean McClellan Blanche LaCroix Hap Potter	1 1 1	3
Teacher Trainer	Kearny	Dean McClellan	1	1
Counselor/ Recruiter	Chadron	Gary Bieganski	1	1
Volunteer Services Specialist	Chadron Scottsbluff	Chadron John Lewis	1 1	2
Counselor	Fairbury	Sid Regnier	1	1
Recruiter	Scottsbluff Omaha Lincoln Norfolk York Fairbury McCook	John Lewis Blanche LaCroix Curt Sederburg John Harms Charles Graves Sid Regnier Hap Potter	1 1 1 1 1 1 1	7

Number of Volunteers Requested
for the State of NEBRASKA = 19

OHIO

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

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YPE OF VOLUNTEER	REQUESTING PROGRAM	PROGRAM DIRECTOR	NUMBER	TOTAL
Communication Specialist	State Office	James W. Miller	1	1
Tutor/Recruiter	Columbus	James M. Vicars	2	2
Supportive Services Specialist	Pike-Ross	Max W. Way	1	1
Counselor	Dayton	Richard C. Dixon	1	1
Recruiter	Cleveland	William L. Edwards	3	10
	Toledo	Dale Baker	1	
	Muskingum	Dr. Chester O. Mills (Mary Ann Miller, sup.)	2	
	Cincinnati	Walter R. Lund (James V. Gillen, sup.)	2	
	Dayton	Richard C. Dixon	2	
Curriculum Specialist	Warren	Scott C. Lehman	1	1

Number of Volunteers Requested for the State of OHIO = 16

NEW JERSEY TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

Type of Volunteer	Requesting Program	Program Director	Number	Total
Management Systems Analyst	State Office	George A. Snow	1	1
Volunteer Services Specialist	State Prison - Trenton	Robert S. Hatrak	1	1
Counselor	Newark Board of Education Paterson	Carmen J. Attansio James J. Comerford	5 1	6
Communications Specialist	Montclair State College	George A. Snow (Joan Fischer, sup.)	1	1
Curriculum Specialist	Jersey City State College Glassboro Trenton	Joseph R. Tiscornia Delores M. Harris Robert Graham	1 1 1	3
Learning Disabilty Specialist	Camden	Bernard A. Brown	1	1
Reading Specialist	Newark Manpower Training Skills Center Trenton State Prison - Trenton	Robert Reid Robert Graham Robert S. Hatrak	2 1 1	4
Recruiter	Trenton Jersey City Hoboken Paterson Vineland	Robert Graham Bernard Peplowski Patrick R. Capone James J. Comerford Carl Simmons (Linda L. Cassidy, sup.)	1 2 1 1 2	7
		Number of Volunteers Requested for the State of NEW JERSEY	=	24

PRECONFERENCE MAILING PACKAGE
TO PARTICIPANTS
APPENDIX C

EDUCATION AT HOME

ADULT ARMCHAIR EDUCATION

OIC A BRANCH OF OPPORTUNITIES
INDUSTRIALIZATION CENTER, INC.

April 21, 1972

Mr. James Miller
State Department of Education
3201 Alberta Street
Columbus, Ohio 43204

Dear Jim:

I was glad that we had a chance to talk briefly during the USOE conference call.

The staff of the National Adult Armchair Education (AAE) Program looks forward to joining together with you in the formation of the Task Force for Planning ACTION Volunteer Use in ABE in Ohio. The Task Force will offer a unique opportunity for systematically planning for new resources in your ABE programs.

AAE's role, as Task Force facilitators, will be one of providing staffing and support services including coordination with you between federal, regional, and local levels.

As we have planned, we will be meeting together on Monday, April 24 to discuss the formation of the Task Force and some of the major assumptions underlying this effort. We are arriving in Columbus on TWA Flight 143 at 11:32 a.m.. As you suggested, Marv Klein and I will meet you at the airport. Briefly we feel that the following summarizes the essential features of the Task Force:

1. That planning should focus on the individual state level and be geared to the unique problems faced by ABE programs in the state.

2. That the State Director and his staff know best which local programs will best be able to pioneer new ABE program innovations.

1404 RIDGE AVENUE, PHILADELPHIA, PENNSYLVANIA 19130 ☐ CE 6-5400

EDUCATION AT HOME

ADULT ARMCHAIR EDUCATION

OIC A BRANCH OF OPPORTUNITIES
INDUSTRIALIZATION CENTER, INC.

April 21, 1972

Mr. George Snow
State Department of Education
225 West State Street
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Dear Mr. Snow:

I was glad that we had a chance to talk briefly during the USOE conference call.

The staff of the National Adult Armchair Education (AAE) Program looks forward to joining together with you in the formation of the Task Force for Planning ACTION Volunteer Use in ABE in New Jersey. The Task Force will offer a unique opportunity for systematically planning for new resources in your ABE programs.

AAE's role, as Task Force facilitators, will be one of providing staffing and support services including coordination with you between federal, regional, and local levels.

As we have planned, we will be meeting together on Thursday, April 20 to discuss the formation of the Task Force and some of the major assumptions underlying this effort. We are arriving in Trenton on Thursday morning, and will meet with you in your office at 11:00 a.m. Briefly we feel that the following summarizes the essential features of the Task Force:

1. That the planning should focus on the individual state level and be geared to the unique problems faced by ABE programs in the state.
2. That the State Director and his staff know best which local programs will best be able to pioneer new ABE program innovations.

1404 RIDGE AVENUE, PHILADELPHIA, PENNSYLVANIA 19130 □ CE 6-5400

3. That the Task Force approach, as will be refined, will be an effective vehicle by which State Directors and others may highlight their efforts to meet current and future ABE needs in the state.

4. That a new type of volunteer will be able to effectively work in ABE programs--the ACTION Volunteer. (ACTION, the new agency for coordinating volunteer efforts, is actively seeking new outlets for relevant utilization of volunteers. Their stated capability to recruit and identify highly qualified specialist volunteers who could be used, for example, as reading teachers, curriculum specialists, or program evaluators suggests an especially pertinent source of new ABE program support.)

5. That the use of volunteers is clearly the wave of the future in current planning at federal level in a variety of educational efforts such as Right to Read and Environmental Education. Volunteer usage is a clear direction if the numbers of persons needed to be reached will ever be attained.

6. That the currently conceived action point of the Task Force will be a planning conference where decision-makers at all levels--federal, regional, state, and local--will meet together to effect a total plan for the state use of ABE ACTION Volunteers. With decision-makers present, questions, problems, and/or commitments can be handled on the spot. It is felt that the climate for the conference should allow for maximum flexibility, participation, and response at all levels with concrete objectives being attained.

7. That the Task Force will develop and serve as a model for future planning efforts by other ABE leaders in regard to the use of volunteers.

During our preliminary meeting we hope to be able to discuss the above assumptions frankly and openly and begin setting concrete objectives for the Task Force and the planning conference. Attached find a tentative agenda for the meeting.

In the meantime we would appreciate your identifying ten heads of local ABE programs (and/or decision-makers in ten ABE programs) in your state to be part of the Task Force, and to participate in the planning conference in Philadelphia on

These local program participants should be persons who are (1) able to potentially commit their programs to the use of volunteers; (2) open to new approaches in ABE; and (3) who have some flexibility in current and/or future budgets as some minimal costs may be associated though details are not firm.

Along with the identification of local program decision-makers you may also want to invite one or two key members of your staff to attendance at the planning conference. We will also want to discuss invitation of representative(s) from your Governor's office, legislature, or other agencies in the state.

Attached is a suggested agenda for our meeting on to which Marvin Klein and I are looking forward.

Your guidance and support is the key to the success of the Task Force's objectives. We wish to be as helpful as possible to you in the attainment of these objectives. If there are any immediate concerns that you have before we meet, please call me immediately. Looking forward to meeting with you, I am

Sincerely yours,

Ronald W. Howard
National AAE Director

RWH:tjd

EDUCATION AT HOME
ADULT ARMCHAIR EDUCATION
A BRANCH OF OPPORTUNITIES
INDUSTRIALIZATION CENTER, INC.

May 3, 1972

Dear

Your name has been submitted by Dr. Leonard Hill, Administrative Director, ABE, State of Nebraska as a member of the Nebraska Task Force for Planning ACTION Volunteer Use in ABE. As facilitators for this Task Force which is sponsored by the U.S. Office of Education, the Adult Armchair Education (AAE) Program welcomes your involvement. We are working hard to make the Task Force experience meaningful and relevant to the needs of your program.

The Nebraska Task Force Planning Conference will be held in Philadelphia, Pennsylvania on May 14, 15, 16, and 17 inclusive.

In order that the expectations for the conference may be realized, your participation before the conference will be most important. This will involve completing the planning questionnaire which is enclosed and returning it to us as quickly as is possible. This information will hopefully allow us to take your needs and expectations into consideration as well as provide essential input for proposals developed with you during the conference.

The materials enclosed herin include:

1. A conference schedule
2. Task Force Conference participant list
3. Expectations for the conference
4. A brochure describing Krisheim, the conference site

18 W. Chelten Ave., Philadelphia, Pennsylvania 19144 (215) GE 8-9800
[1404 RIDGE AVENUE, PHILADELPHIA, PENNSYLVANIA 19130 ☐ CE 6-5400]

5. Conference travel and expense information
6. The planning questionnaire
7. A stamped addressed envelope for the return of the planning questionnaire

Philadelphia in the spring is beautiful. Temperatures usually range between fifty degrees at night and seventy-five degrees during the day. Dress for the conference will be informal.

We are looking forward to meeting you on Sunday, May 14 here in Philadelphia.

Sincerely yours,

Ronald W. Howard
AAE Director

RWH;tjd

EDUCATION AT HOME
ADULT ARMCHAIR EDUCATION
OIC A BRANCH OF OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.

May 8, 1972

Dear

Your name has been submitted by Mr. James Miller, Division of Federal Assistance, Special Programs for the State of Ohio as a member of the Ohio Task Force for Planning ACTION Volunteer Use in ABE. As facilitators for this Task Force which is sponsored by the U.S. Office of Education, the Adult Armchair Education (AAE) Program welcomes your involvement. We are working hard to make the Task Force experience meaningful and relevant to the needs of your program.

The Ohio Task Force Planning Conference will be held in Philadelphia, Pennsylvania on May 21, 22, 23, and 24 inclusive.

In order that the expectations for the conference may be realized, your participation before the conference will be most important. This will involve completing the planning questionnaire which is enclosed and returning it to us as quickly as is possible. This information will hopefully allow us to take your needs and expectations into consideration as well as provide essential input for proposals developed with you during the conference.

The materials enclosed herein include:

- -A conference schedule
- -Expectations for the conference
- -A brochure describing Krisheim, the conference site
- -Conference travel and expense information

18 W. Chelten Ave., Philadelphia, Pennsylvania 19144 (215) GE 8-9800

-The planning questionnaire

-A stamped addressed envelope for the return of the planning questionnaire

Philadelphia in the spring is beautiful. Temperatures usually range between fifty degrees at night and seventy-five degrees during the day. Dress for the conference will be informal.

We are looking forward to meeting you on Sunday, May 21 here in Philadelphia.

Sincerely yours,

Ronald W. Howard

Ronald W. Howard
AAE Director

RWH:tjd

EDUCATION AT HOME
ADULT ARMCHAIR EDUCATION
OIC A BRANCH OF OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.

May 13, 1972

Dear

Your name has been submitted by Mr. George A. Snow, Director of Adult Basic Education, State of New Jersey as a member of the New Jersey Task Force for Planning ACTION Volunteer Use in ABE. As facilitators for this Task Force which is sponsored by the U.S. Office of Education, the Adult Armchair Education (AAE) Program welcomes your involvement. We are working hard to make the Task Force experience meaningful and relevant to the needs of your program.

The New Jersey Task Force Planning Conference will be held in Philadelphia, Pennsylvania on May 30, 31 and June 1,2 inclusive.

In order that the expectations for the conference may be realized, your participation before the conference will be most important. This will involve completing the planning questionnaire which is enclosed and returning it to us as quickly as is possible. This information will hopefully allow us to take your needs and expectations into consideration as well as provide essential input for proposals developed with you during the conference.

The materials enclosed herein include:

1. A conference schedule
2. Task Force Conference participant list
3. Expectations for the conference
4. A brochure describing Krisheim, the conference site

18 W. Chelten Ave., Philadelphia, Pennsylvania 19144 (215) GE 8-9800
1404 RIDGE AVENUE, PHILADELPHIA, PENNSYLVANIA 19130 CE 6-5400

5. Conference travel and expense information
6. The planning questionnaire
7. A stamped addressed envelope for the return of the planning questionnaire

Philadelphia in the spring is beautiful. Temperatures usually range between fifty degrees at night and seventy-five degrees during the day. Dress for the conference will be informal.

We are looking forward to meeting you on Tuesday, May 30 here in Philadelphia.

Sincerely yours,

Ronald W. Howard
AAE Director

RWH:tjd

TASKFORCE FOR PLANNING ACTION VOLUNTEER USE IN A.B.E.

CONFERENCE SCHEDULE

Sunday, May 14, 1972

Early Evening

-Arrive Philadelphia International Airport

-Travel to Krisheim Conference Center

-An informal "social time" is planned.

Monday, May 15, 1972

8:00 BREAKFAST

9:00 Opening Session

-Ronald W. Howard, Director, Adult Armchair Education Programs, OIC's of America
Welcome and Conference Overview

-Dr. Leonard Hill, Administrative Director, ABE, State of Nebraska
"Volunteers as Potential Manpower Resources in ABE in Nebraska"

-Ronald Dunton, Director of Cooperative Programs, ACTION
"New Uses of Volunteers in America"

-Paul Delker, Director, Division of Adult Education, United States Office of Education
"The USOE Commitment to Volunteer Use in ABE"

-Elton Jolly, Deputy Director, Opportunity Industrialization Centers of America, Inc.

-Rev. Dr. Leon H. Sullivan, Chairman of the Board and Founder, OIC's of America

Monday, May 15 (Continued)

10:30 a.m.	Ron Howard and Staff Achieving Conference Goals: Planning and Proposals
12:15	LUNCH
1:30 p.m.	Problems and Needs in Local ABE Programs in Nebraska; Review and Sharing
3:30	State Plan for Volunteer Use
6:00	DINNER
6:30	Special Activities

Tuesday, May 16, 1972

8:00 a.m.	BREAKFAST
9:00	Volunteer Program Planning Session -Developing Objectives -Establishing Procedures -Range of Volunteer Roles -Job Descriptions -Budget Considerations
12:15 p.m.	LUNCH
1:00	Volunteer Proposal Development Preparation of Final Drafts of Proposals
6:00	DINNER
6:45	Tour of Philadelphia including Progress Plaza, OIC Feeder Program, ABE/GED Class, Historic Philadelphia, and Brandy's Wharf.

Wednesday, May 17, 1972

8:00 a.m.	BREAKFAST
9:00	Presentation of Conference Results Proposals and Planning Models
	Review and Assessment of Conference
	"Where Do We Go from Here?"
12:15 p.m.	LUNCH
	Preparation for Departure and Travel to Nebraska

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN A.B.E.

CONFERENCE SCHEDULE

Sunday, May 21, 1972

Evening

-Arrive Philadelphia International Airport

-Travel to Krisheim Conference Center, Chestnut Hill, Philadelphia, Pennsylvania

-Registration

-An informal "social time" is planned.

Monday, May 22, 1972

8:00 a.m. BREAKFAST

9:00 -Ronald W. Howard, Director, Adult Armchair Education Programs, OIC's of America
Welcome and Conference Overview

-James Miller, Division of Federal Assistance, Special Programs for the State of Ohio
"Volunteers as Potential Manpower Resources in ABE in Ohio"

-Ronald Dunton, Director of Cooperative Programs, ACTION
"New Uses of Volunteers in America"

-Paul Delker, Director, Divsion of Adult Education, United States Office of Education
"The USOE Commitment to Volunteer Use in ABE"

-Elton Jolly, Deputy Director, Opportunities Industrialization Centers of America, Inc.

-Rev. Dr. Leon H. Sullivan, Chairman of the Board and Founder, OIC's of America

Monday, May 22 (Continued)

10:30 a.m.	-Ronald Howard and Staff Achieving Conference Goals: Planning and Proposals
12:15 p.m.	LUNCH
1:30	-Problems and Needs in Local ABE Programs in Ohio; Review and Sharing
3:30	-State Plan for Volunteer Use
6:00	DINNER
6:30	-Special Activities

Tuesday, May 23, 1972

8:00 a.m.	BREAKFAST
9:00	Volunteer Program Planning Session
	-Developing Objectives
	-Establishing Procedures
	-Range of Volunteer Roles
	-Job Descriptions
	-Budget Considerations
12:15 p.m.	LUNCH
1:30	-Volunteer Proposal Development
	-Preparation of Final Drafts of Proposals
6:00	DINNER
6:45	-Tour of Philadelphia including Progress Plaza, OIC Feeder Program, ABE/GED Class, Historic Philadelphia, and Brandy's Wharf

Wednesday, May 24, 1972

8:00 a.m. BREAKFAST

9:00 -Presentation of Conference Results Proposals and Planning Models

-Review and Assessment of Conference

-"Where Do We Go from Here?"

12:15 p.m. LUNCH

-Preparation for Departure

TASKFORCE FOR PLANNING ACTION VOLUNTEER USE IN A.B.E.

CONFERENCE SCHEDULE

Tuesday, May 30, 1972

Early Evening

- Arrival at Krisheim Conference Center in Philadelphia
- Registration 7:30 - 8:30 p.m.
- Coffee and Snack Tray - Slide Tapes

Wednesday, May 31

8:00 a.m. BREAKFAST

9:00 Session #1 Background of the Task Force: Philosophy and Potential - Brief Remarks

- Ronald W. Howard, Director, Adult Armchair Education Programs, OIC's of America Welcome and Conference Overview
- George A. Snow, Director, Office of Adult Basic Education, State of New Jersey
- Ronald Dunton, Director of Cooperative Programs, ACTION
- Paul Delker, Director, Division of Adult Education, United States Office of Education
- Elton Jolly, Deputy Director, Opportunities Industrialization Centers of America, Inc.
- Rev. Dr. Leon H. Sullivan, Chairman of the Board and Founder of OIC's of America

Wednesday, May 31 (Continued)

10:20 a.m.	Coffee Time	
10:30	Session #2	Overview of Conference Design and Objectives
11:45	Announcements of Evening Conference Activities	
12:15 p.m.	LUNCH	
1:30-4:30	Session #3	Identification of ABE Program Problem Areas and Need for Volunteers
3:20	Coffee Time	
5:00	Happy Hour	
6:00	DINNER	
6:45	Tour of Philadelphia including Progress Plaza, OIC Feeder Program, ABE Class, Historic Points of Interest	

Thursday, June 1

8:00 a.m.	BREAKFAST	
9:00-12:00 noon	Session #4	Proposal Development Workshop Part I
10:20	Coffee Time	
12:15 p.m.	LUNCH	
1:30-3:20	Session #5	Proposal Development Workshop Part II
3:20	Coffee Time	
3:30-4:30	Session #6	State-Wide Planning and Coordination
6:00	DINNER	
6:30	Bus leaves for "Hello Dolly", Playhouse in the Park	

Friday, June 2, 1972

8:00 a.m.	BREAKFAST	
9:00-12:00	Session #7	Conference Wrap Up
10:20	Coffee Time	
12:15	LUNCH	
	Preparation for Departure and Travel	

CONFERENCE PARTICIPANTS

NEBRASKA

Dr. Leonard Hill
Director of Adult Education
State Department of Education
233 S. 10th Street
Lincoln, Nebraska, 68508

Gary Bieganski
Chadron State College
Chadron, Nebraska

Charles Graves
York Public Schools
York, Nebraska

John Harms
Norfolk Community College
Norfolk, Nebraska

James Ihrig
North Platte Community
College
North Platte, Nebraska

Gil Janssen
State Manpower Planning Office
14th and M Streets
Lincoln, Nebraska

Ms. Blanche LaCroix
Omaha Technical Community
College
Omaha, Nebraska

John Lewis
Nebraska Western College
Scotts Bluff, Nebraska

Dr. Dean McClellan
Kearney State College
Kearney, Nebraska

Dr. M.L. Potter
McCook Junior College
McCook, Nebraska

Sid Regnier
Fairburg Junior College
Fairburg, Nebraska

Curt Sederburg
Lincoln Technical College
Lincoln, Nebraska

CONFERENCE PARTICIPANTS

OHIO

Mr. James W. Miller
Division of Federal Assistance
Special Programs
3201 Alberta Street
Columbus, Ohio 43204

Miss Vera Baymiller
Toledo City Schools
Manhattan & Elm Streets
Toledo, Ohio 43608

Mr. Richard Dixon
Dayton City Schools
348 West First Street
Dayton, Ohio 45402

Mr. Jerry Drone
Akron City Schools
70 North Broadway
Akron, Ohio 44308

Mr. William Edwards
Cleveland City Schools
1380 East 6th Street
Cleveland, Ohio 44114

Mr. Walter Lund
Cincinnati City Schools
230 East Ninth Street
Cincinnati, Ohio 45202

Mrs. Mary Ann Miller
Muskingum Area Joint
Vocational School
400 Richards Road
Zanesville, Ohio 43701

Mr. James Vicars
Columbus City Schools
270 East State Street
Columbus, Ohio 43215

Mr. Max Way
Scioto Valley Local Schools
Piketon High School
West Street
Piketon, Ohio 45661

CONFERENCE PARTICIPANTS

NEW JERSEY

Mr. George A. Snow, Director
Office of Adult Basic Education
State Department of Education
225 West State Street
Trenton, New Jersey 08625

Mr. Vincent Fausto, Supervisor
Adult Basic Education
State Department of Education
225 West State Street
Trenton, New Jersey 08625

Mr. Bruno Ciccariello
Assistant Director
Adult Basic Education
State Department of Education
225 West State Street
Trenton, New Jersey 08625

Mr. Carmen Attanasio
ABE Director
Board of Education
31 Green Street
Newark, New Jersey 07102

Mr. Bernard Brown
Plaza Motor Hotel
Cooper & 5th Streets
Camden, New Jersey 08101

Mr. Patrick Capone, Director
Mini-Adult Learning Center
c/o YMCA
1301 Washington Street
Hoboken, New Jersey 07030

Mr. James Comerford, Director
Adult Basic Education
Martin Luther King School
80 Hamilton Street
Paterson, New Jersey 07505

Mr. Robert Graham, ABE Director
Trenton ABE Learning Center
Broad Street Bank Building
143 East State Street, Suite 815
Trenton, New Jersey 08611

Mrs. Dolores Harris, Director
Adult Education Resource Center
Glassboro State College
Glassboro, New Jersey 08028

Mr. Robert S. Hatrak
New Jersey State Prison
3rd & Federal Streets
Trenton, New Jersey 08625

Mr. Bernard Peplowski
Assistant Superintendent
100 Newkirk Street
Jersey City, New Jersey 07305

Mr. Robert Reid, ABE Director
Newark Manpower Training Skills
Center
187 Broadway
Newark, New Jersey 07104

Mr. Carl Simmons, Acting Director
Adult Education
Board of Education
106 Landis Avenue
Vineland, New Jersey 08360

Mr. Joseph Tiscornia, Director
Adult Education Resource Center
Jersey City State College
Jersey City, New Jersey 07305

CONFERENCE EXPECTATIONS

1. Every level of ABE administrators that effect the state will be present including representatives of local programs, state officials, as well as regional and national officers from both USOE and ACTION (the national volunteer agency).

2. Both program and policy officials will be present so that all pertinent information and/or authority needed to plan the state use of volunteers in ABE will be available.

3. The conference will concentrate solely on the needs and expectations of one state so that meaningful planning can take place.

4. The conference will be limited to approximately twenty people so that it can be informal, relevant, and specific.

5. The conference site was carefully chosen to avoid conflicting commitments.

6. It will be a working conference requiring the active participation of all.

7. Specific written proposals for the use of volunteers in ABE are expected to be completed by the end of the three day conference.

8. A state plan for future uses and needs of volunteers in ABE will be developed.

9. It is expected that ABE administrators will leave the conference with a clear understanding of ACTION's new approach towards the use of volunteers.

10. It is expected that ACTION officials will leave the conference with a clear understanding of the state's problems and needs in ABE.

11. It is expected that this conference will serve as a model for the introduction of ACTION Volunteers throughout the national ABE network.

CONFERENCE TRAVEL & EXPENSE INFORMATION

Participants in the Task Force Planning Conferences will be provided with transportation, housing, and food for the entire period of the conference. It is assumed that conference participants will be in attendance for the entire four day period unless prior arrangements have been made.

METHOD OF TRAVEL

Nebraska, Ohio, Kansas City, and Chicago - Participants will be provided expenses paid for air travel and ground transportation to and from airport.

Washington, D.C., New York, and New Jersey - Participants will be provided with expenses paid for train travel and transportation to and from train station, or reimbursement for travel in private car. However, reimbursement for private car travel will not exceed amount of train travel plus ground transportation.

AIR TRAVEL

Prepaid airline tickets will be sent to participants needing air travel by registered mail. Tickets will be received no later than three days prior to departure to Philadelphia.

TRAIN TRAVEL

Participants using train travel should present receipt for round trip ticket at beginning of conference for reimbursement by check during conference

GROUND TRANSPORTATION

Participants using air or train travel will receive a flat $10.00 reimbursement for all travel to and from airport or train station. In those circumstances actual costs for transportation exceed $10.00, participants will be reimbursed accordingly.

PRIVATE CAR TRAVEL

For participants electing private car travel, we will have a travel reimbursement form for you to fill out during the first day of the conference. A standard rate of 10¢ per mile will be allowed. See above for upper limit restrictions.

TRAVEL DIRECTIONS TO AND FROM AIRPORT/TRAIN STATION

The AAE staff will attempt to meet those participants coming to Philadelphia in groups at Philadelphia International Airport, 30th Street Station, or North Philadelphia Station.

Taxi cab travel is the best method to get to Krisheim. Philadelphia cab drivers, while usually competent, will probably not be familiar with Krisheim but should be able to recognize the address as "Mermaid Lane and McCallum Street, Chestnut Hill, Philadelphia." A map for directions to Krisheim is included in this package.

HOUSING AND MEALS

Costs for room, meals, and coffee breaks will be arranged by AAE with the Krisheim Center. Single rooms are not available at Krisheim. Room assignments will be made to doubles and triples in the spacious rooms available.

Three meals a day will be provided as well as coffee breaks. Meals will be served promptly at 8:00 a.m., 12:15 p.m., and 6:00 p.m. Food at Krisheim Center is good, and we plan to publish menus in advance. Arrangements for special diets should be made as early as possible through AAE staff.

Krisheim's remote location does not offer easy access to stores and shops, so participants should plan accordingly. AAE staff will provide guidance and assistance to participants for obtaining needed items at local shopping areas.

TRAVEL AND EXPENSE CONCERNS

Should you have any questions or concerns concerning these arrangements, or if air tickets do not arrive three days prior to departure, please call the AAE office in Philadelphia (Area code 215) GE 8-9800 between 8:30 a.m. and 5:30 p.m., Eastern Daylight Time.

TASK FORCE PLANNING QUESTIONNAIRE

Name ____

Office Address ____

Office Telephone Area Code ( ) ____

Home Telephone Area Code ( ) ____

Name of Program ____

Agency, Department, or Institution ____

____

Note: We realize that not every question relates directly to your program, but we would appreciate your taking the time to answer as fully as possible those questions that are applicable.

I. PROGRAM NEEDS/PROBLEMS

A. Briefly state what you see as being the most important needs/problems with which your program is faced (excluding increased operating budget).

II. PROGRAM OBJECTIVES

A. Currently what are your program objectives for this fiscal year?

(1) Number of participants ______________________

(2) Number of new enrollees ______________________

(3) Number of students completing advanced level ______________________

B. What other specific objectives do you have for the program?

C. What is your estimate of the total target population (adults who have completed 8th grade or less education) which is currently unreached in the area which you serve?

D. What is the total number of participants involved to date during this fiscal year?

III. CURRENT VOLUNTEER USAGE

A. Are volunteers of any kind currently involved in your program?

Yes______ No______

If so,

(1) List job categories and approximate number used:

JOB CATEGORY	APPROXIMATE NUMBER

(2) Is there a pre-service training or orientation program for volunteers? If so, briefly describe:

Yes______ No______

IV. PROJECTED VOLUNTEER USE

A. What types and numbers of ACTION Volunteers do you project using in the coming year?

VOLUNTEER JOB CATEGORY OR TITLE	NUMBER

Briefly describe what duties are involved in each of the job categories or titles listed above.

Note: It should be kept in mind that ACTION Volunteers cannot be used to replace existing job positions.

(3) Is there a recruitment program for volunteers?

Yes______ No______ If so, briefly describe:

B. Have you used VISTA or other compensated volunteers now or in the past?

Yes______ No______

If yes, what successes or problems were encountered?

C. Is there currently a budget allocation for volunteer use or support in your program?

Yes______ No______ If so, what level? $____________

Rank the above job categories of volunteers in order of priority to needs of your program, i.e. (1) most important.

V. CONFERENCE INPUTS

Are there any questions, problems, or needs relating to volunteer usage in ABE that you would like raised during the conference?

PRECONFERENCE QUESTIONNAIRE
RESPONSES FROM PARTICIPANTS

APPENDIX D

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

STATE NESBRASKA

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	$	YES	NO	See Pg
Nebraska St. College (Bieganski)	x		Teacher Aide	6 2	x		3 work shops Teacher Teacher Teacher		x		Teacher Assistant Recruiter	2 1 2	2 3 1		x		x		x
McCook Coll. (Potter)		x	-----	-	-		---	-	-	--	N/R	NR	NR	-	-	-	NR	NR	NR
Kearney St. College (McClellan)		x	----	-	-	x	---	-	x	--	N/A	-	-	-	x	-	-	x	--
Northeastern Neb. College (Harms)		x	----	-	-	x	---	-	x	--	N/A	-	-	-	x	-	-	x	--
Omaha, Neb. Tec-Commun. College (LaCroix)		x	---	-	-	x	---	-	x	--	Recruiter	1	1	-	x	-	-	x	--

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

STATE Nebraska

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTEE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	$	YES	NO	See Pg
Manpower Plan. Office (Janssen)		x																	
Neb. State Dept. Ed. (Hill)	x	-	Teacher-Aide	20	-	x	very sorry about this too"	-	x	--	Trainers in AAE approach	4	1	-	x		x	-	x
											In-Service Teacher-Trainer	1	5						
											Curriculum planner and designer	1	3						
											Prog. Evaluator and/or Assessment	2	4						
											Counselor - Recruiter	10	2						
Lincoln Tech Community College (Sederburg)	x	-	Teacher Asst.	7	-	x	---	x	-	Vol. Bur. of Lincoln	Recruiter Sp F.Up Sp P.R. Sp. Consumer Ed. Sp.	1 1 1 1	1 2 3 4	-	x	-	-	x	--

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

BEST COPY AVAILABLE

TATE NEBRASKA

AGENCY EPARTMENT	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA.			PAST VOLUNTEE USAGE		
INSTITUTION	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	$	YES	NO	See Pg
Fairbury Jr. College (Regnier) ---	x		Recruiters	12	x		Gen'l meet. & discuss. of indiv. probs.	x		Interviews with prospect applic. & contacts with CAP	Recruiters	12	Recr. Teach. Aides	x		912	x		x
York Adult Basic Educ. (Graves)		x	----	-	-	-	--		x	---	Uncertain	-	--		x	-		x	---
Nebraska West College (Lewis)	x		Teacher Aide Curriculum Committee	1 8 5		x			x	--	VISTA NOVA	10 3	Recr. Teach. Aides	x		*	x		x

* Difficult to separate from budget.

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

TATE NEBRASKA

AGENCY NSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
hadron ollege (Neb.)	200	75	25	Job training Job employment Family learning	150	3,000
cCook College (Potter)	83	83 (new prog.)	17	Establish 2 ctrs. 50 miles distant. Establish programs designed by local firms for in-service training. Utilize graduates of program in modifying program and designing materials. entice grads into further ed. act.	83 attended once 35 aver attend.	N.R.
earney State ollege (McClellan)	30	32	N/A (new Prog.)	Course initiation Personnel acquisition Curriculum development (Adult Ed. and ABE)	None (new program)	Not Determined

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

TATE NEBRASKA

AGENCY NSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
ortheastern eb. College Harms)	200	50	50	If ABE is to accomplish its objectives in our prog. it must include: a. Academic Ed. b. Career Ed. c. Social Ed. The aforementioned programs must be: a. Sequential b. Carefully articulated c. Designed to introduce new concept d. Aimed at dev. of particular skill	200	40,990 (14 counties in NE Neb.)
Omaha, Neb. Tech. Community College (LaCroix)	650 (approx.)	250 (approx.)	95 (approx.)	Mobile class unit More field trips	1,396	15,000

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE NEBRASKA

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Manpower Planning Office (Janssen)	NR	NR	NR	A state comprehensive manpower plan is prepared annually to achieve the best possible results with resources available, the final objective was to improve the productivity of human resources through job development and meaningful employment.	NR	NR
Neb. State Dept. of Education (Hill)	5,850	3,250	1,275	Assurance that participants leaving program are equipped to compete for job opportunities and equipped to handle a dual responsibility of citizenship and family life	4,750 (approx)	215,000 (statewide)

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE NEBRASKA

AGENCY NSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
incoln Tech ommunity College (Sederburg)	550	275	140	To place emphasis upon and provide ed. for student who is fully disadvantaged. This emphasis will be directed toward adults who are unemployed, underemployed and disadvantaged. To continue to provide assist. on local level in dev. relevant curriculum. To develop evaluation system on local level to measure student progress and growth and overall program effectiveness. To pursue for adapt. on local level creative and innovative plans for teacher training, progress, develop. & research.	475	12,000

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

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TATE NEBRASKA

AGENCY NSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
airbury Jr. Coll. (Regnier)	75	25	30	NR	60	7,000 (25& older)
ork Adult Basic ducation (Graves)	100	50	50 - 75	Help enrollees develop ability to better help selves in areas of increased ed. opportunities, employment and employability, family relations and personal satisfaction.	50 (about)	3,000 (would like to reach 300-400 of those)
ebraska Western ollege (Lewis)	250	75	30	To make available to participants all classes offered in continuing education by the college. Refine curriculum to better meet the needs of students.	248	6,500

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

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PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE NEBRASKA

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Chadron State College (Bieganski)	Retention Recruitment	Some	NR
McCook College (Potter)	Curriculum teachers (To meet needs of those turned off by traditional ed.	NA	How to evaluate volunteer's qualification. Is there presently a valid instrument for allowing students to evaluate the programs and feed input into the design?
Kearney State College (McClellan)	In-service workshop for field educators Course development	NA	NR
Northeastern Neb. College (Harms)	Recruitment of individuals to assist with instruction. In-service training for those teaching in program. Recruitment of hardcore to program.	NA	NR

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PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE NEBRASKA

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Omaha, Neb. Tech. Community Coll. (LaCroix)	Recruitment	NA	Realistic Cost Availability of funds
Manpower Planning Office (Janssen)	The State Manpower Planning Office does not administer any programs, but with the assistance of a Governor's Advisory Council has the overall task of coordination and planning to identify need, problems, and solutions involving the various programs related to manpower. The needs and problems of individual programs and how they fit into the overall picture are our concern.	NA	None at present Need to become more familiar with program function and plans.
Neb. State Dept. of Education (Hill)	Lack of trained staff in following areas: a. AAE approach in ABE b. Program assessment c. Program evaluation	Some of the VISTA Volunteers were most helpful in our ABE programs. These were those who arrived with the purpose of helping to meet people's needs. We also had some problems with other VISTA	If possible, volunteers should be assigned to a specific program or the State Office in order to facilitate the (CONTD.)

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE NEBRASKA

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Nebraska Western Coll. (Contd.)	Society commercials to establish awareness of need for ABE. Screening of teacher and teacher-aide applicants so as to insure hiring an individual who can function effectively in the ABE program. Securing effective and continuous services from other potential student referral agencies such as CAA, VISTA, Welfare, Employment agencies, Schools, Employers, etc.	idealistic in the past -- not so much now.	
Lincoln Tech. Community College (Sederburg)	Follow up graduates. Follow up dropouts. Dissemination of instructional materials and equipment. Formulation of success story reports. Public Relations to business and industry. Cirrcumlum development.	N/A	

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION.III - PROGRAM CONCERNS

STATE NEBRASKA

AGENCY, DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Neb. State Dept. of Educ. (contd.)	d. Curriculum development on statewide basis	Volunteers who tried to "go it alone." We found them to be mainly at odds with program objectives and goals. Overall we have had, basically, cooperation with the volunteer effort.	the best use of their expertise.
Fairbury Jr. College (Regnier)	Recruiting students Fulltime direction	Good success using paid teaching aides from colleges. The were pre-elementary to presecondary education majors. Very well received by students. Teaching aides were rather shy for quite some time.	NR
York Adult Basic Education (Graves)	Public relations and recruitment of enrollees Training of ABE teachers and potential administrators for ABE. (Program experts and people well versed in materials and methods of teaching ABE are needed).	NA	NR
Nebraska Western College (Lewis)	Nationwide educational information program similar to National Cancer	Most VISTA are good teachers or teachers aides. They tend to be irregular in attendance. A few have been a bit too	Were formulated at conference

(CONTD.)

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

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PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

TATE OHIO

AGENCY EPARTMENT NSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTEE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	S	YES	NO	See Pg
BE Adult Ed. Dept. Toledo Schools (Baker)		x	---			x	--		x	---	Recruiter	1	1	.NR	NR	NR		x	---
BE Cleveland Public Schs. (Edwards)		x	---			x	--		x	---	Recruiter Child Care Assist. Tutor Vol. Vol. by Phone Nedra Vol. Home Visitor Vol.	2 6 4 2 2 2			x	-	x		x
Pike-Jackson-Ross ABE program Scioto Vall. Local School District (Way)	x		Tutorial Home instr. Counseling Transport.	2 2 1 2	x		*		x	---	Special Serv. Coord.	1	1		x	-	x		x

* Orientation to self-instructional Material and general ABE procedures for home instruction.
Volunteers and tutors
Orientation to needs of ABE clientel for Counselors.

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PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

STATE OHIO

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	$	YES	NO	See Pg
ABE - Cincy Pub. Schools Div. of Cont. Education (Gillen)	x		Instructor/ Assistants	8	x		*	x		Succes ABE or MDTA Trainees who compl. courses	Recruiter Assist. Counselor Assist.	2 1	1	x		**		x	--

* 35 hrs. with teacher-chairman of instructor assistants.
One with classroom teacher who will be assigned.
Two meetings monthly with with class-room teacher, supervisor and principal.

** $19,898

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

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STATE OHIO

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	S	YES	NO	See Pg
ABE - Columbus Public Schools (Vicars)		x	---			x	---		x	--	Child Care Ctr. Supv. Neighborhood Tutors	3 1	1 2		x	-		x	--
ABE Dayton Bd. of Ed. (Dixon)	x		Reading Sp.	2		x	---		x	--	Teacher/ Recruiter	2	1		x	-		x	--
Muskingood Ave - Joint Vocational School Dist. (Miller)		x	---		NR	NR	NR		x	--	Recruiter	2	1		x	-		x	--
ABE-Warren City Schools (Lehman)	x		VISTA (Gen'l)	1		x	---		x	--	Curr. Spec. Greek speaker & teacher & writer Home agency Sch. tutor Sec'y Community liaison	1 1 1 1	NR		x	-	x		--

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE OHIO

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
ABE Columbus Public Schools (Vicars)	1,310	800	200	Teach illiterate adults to read & write. Refer adults to other community services for needed help (Adult High School) Prepare adults for specific job entry tests. Help adults understand fundamentals of citizenship, economy work, consumer problems, etc.	1,200	100,000
ABE Dayton Board of Ed. (Dixon)	600	200	150	NR	367	12,000
Muskingum Area Joint Vocational Sch. District (Miller)	685	400	200	Provide individualized program of study through which the adult learners can experience success.	592	Current figures not available at present time

(CONTD.)

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

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STATE OHIO

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Muskingum Area Joint Voc.-contd.				Provide instruction whereby illiterate adults can learn to read and communicate. Raise educational level of adult enrollee. Provide experiences that will assist learners in interaction with other people.		
ABE Adult Educ. Dept, Toledo Schools (Baker)	510	26	NR	Provide basic instruction to the totally illiterate. Extend basic education to the 8th grade level. Foreign born - to teach principles of written communication in English.	450	2,500

(CONTD.)

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STATE OHIO

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
ABE Adult Educ. Dept. Toledo Schools - contd.				Mexican Americans: to assist the Mexican American to become assimilated into the greater Toledo area without losing his own heritage.		
ABE Cleveland Public Schools (Edwards)	5,000	1,500	Not yet available for this school year.	To establish additional learning labs throughout the city so that ABE students would have opportunity to participate in individualized instruction with program materials and progress at their own rate of speed.	5,000	35,000 to 40,000

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STATE OHIO

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Pike-Jackson-Ross ABE Program Scioto Valley Local Sch. Distr. (Way)	350	200	150	Improve participant's functioning level in those skills needed for academic (literary) and personal-social problem solving. To succeed in preparing a significant number of participants for placement in jobs, skill training, and/or other programs that might improve their status in life.	321	10,000 to 12,000
ABE-Cincinnati Public Schools Division of Continuing Educ. (Gillen)	5,000	2,500	1,500	Advance educ. grade levels in reading and math. Adult learners pass 8th and 10th grade equivalency tests. Adult learners make transition from ABE to high	43,000 as end of Mar. 1972	60,000

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AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
ABE-Cincinnati (Contd.)				school credit classes and voc. oriented programs. Adult learners acquire basic skills necessary to obtain and hold a job or be upgraded in his present position. Adult learners acquire the expertise needed to prepare and maintain a family budget.		
ABE-Warren City Schools (Lehman)	312	290	75	We teach the whole spectrum of basic ed. including all basic skills and consumer educ. Goals are individualized depending on the needs of client. We structure our learning centers	320 As of May 1,1972	We feel we could be serving up to 1,200 persons in the immediate Warren area (CONTD.)

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STATE OHIO

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
ABE - Warren City (contd.)				co coincide with the general needs and changes within the community. Such goals as passing the GED, learning to pass a driver's test, passing apprentice tests, communicating with family and youngsters, how to buy a car or house, etc., are goals our program attempts to fulfil.		

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STATE OHIO

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
ABE Columbus Puclic Schools (Vicars)	Recruitment - Satellite Centers Retention Child care program for participants Transportation allowance for participants	NA	What will be cost of volunteers to program' present budget? Why volunteers, when trained teachers in area are unable to get jobs? Why not spend funds for part-time or fulltime employment fo this locally available resource.
ABE - Dayton Board of Educ. (Dixon)	Student recruitment. Lack of coordination among agencies that provide educational experiences for adults. A survival curriculum that will aid the enrollees toward their upward mobility educationally, socially and vocationally.	NA	NR
Muskingum Area Joint Vocational School District (Miller)	Reaching greater percent of target population. Optimum utilization of established centers.	NA	What is administrative structure of program? To whom are volunteers responsible? (CONTD.

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AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Muskingum Area Joint Vocational School Dist.-contd.	Location of centers to serve rural areas. Potential enrollees lack of transportation and child care.		Who hires volunteers, local agency or state? Who determines eligibility of volunteers? What background or training do volunteers possess? Do local programs select person they feel is most qualified? How is salary of volunteer funded? What provisions in case volunteer is doing less than adequate job? Are volunteers hired on fiscal, calendar or program year? What type reports and meeting will local agency be responsible for?
Pike-Jackson-Ross ABE Program Scioto Valley Local Sch.Distr. (Way)	The local program covers a wide geographic area, all or parts of 5 counties and needs the services of a fulltime person to	VISTA was sponsored by local CAC. Working relationships between ABE program and VISTA was excellent, however, other agencies and groups found some of their other activities disagreeable. The	Local interview and ultimate selection is a must. Selection critera from

(CONTD.)

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STATE OHIO

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Pike-Jackson-Ross ABE program contd.	coordinate special services related to the needs of ABE participants and the general program goals. Recruitment, follow-up, attendance/placement and varied referral services are priority needs of local program.	program was terminated in less than 2 years. VISTA was most helpful in providing or securing services and help for local programs.	local agencies should be honored.
ABE Cincinnati Public Schools Div. of Continuing Education (Gillen)	Recruiter Assistant Counselor Assistant	NA	What is source of funding for the additional volunteers?
ABE - Warren City Schools (Lenman)	Curriculum specialist to develop written curriculum and scope and sequence chart for various divisions of program. Greek speaking teacher or writer to develop materials for our large Greek population in Americanization and citizenship classes.	The individual volunteer was successful in organizing a class of students in a rural area outside Warren and the class has been a resouncing success. The local CAP office did not follow-up by reassigning a volunteer to that area until a great deal of pressure was brought to bear on them.	How are they paid? If my job were to remain parttime, how much time (supervisory) would I be able to give to this volunteer? (CONTD.)

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AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
ABE - Warren City Schools (contd.)	Mobile teacher for small groups such as drug addicts at Freedom House and Spanish speaking interns at local hospital and individuals on one-to one basis, who are unable to attend regular centers. Person to act as sec'y to ABE coordinator and act as liaison between coordinator and community agencies.		Whether we could get this person from the community or outside? This would depend on the importance of local involvement in the role that we decide will be played by the proposed volunteer.
ABE - Cleveland Public Schools (Edwards)	Recruitment among minority groups and using very small classes to maintain enrollees. Problems of maintaining attendance - reasons and solutions. Supporting service like home visits, telephone help, etc. Having to cut off ABE program below GED level. Many students might	Some inefficiency in handling records, etc. Some disappointment in that they had not known what to expect and were assigned to duties they did not want. Some sense of confusion as to whose orders were to be followed. This should be understood before anything is set up as should procedure to drop a person. In several there was a sense of real interest in inner-city people. This was good but there is a need to know	Methods of selection and matching volunteer skills to our needs. Budget involvement spelled out. Clear definition of who controls what, including possible dismissal of a volunteer who might not wor out. (CONTD.)

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STATE OHIO

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
ABE - Cleveland Public Schools - contd.	enroll and stay with ABE and GED if both were free.	the parameters in which they have to work and for constant close touch with someone in administration. VISTA teacher should not be used along side a paid counterpart. Tends to resentment. I commend the approach here that a VISTA or other volunteer should do what a regular teacher would not.	
ABE - Adult Ed. Dept. Toledo Schools (Baker)	Recruiting new students. Retaining students. Testing and evaluating.	NA	NR

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PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE New Jersey

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Trenton Adult Learning Center (Graham)	Greater variety of textbooks. Basic curriculum for each level. Tutors. Frequent absences impede progress.	N/A	N/R
Jersey City Adult Basic Ed. Program (Peplowski)	Needs: More creativity & new innovations. Upgrading of curriculum. Training for prospective teachers, e.g., summer institute prerequisite for ESL or ABE position. Reviewing recent textbooks and materials. Testing program for various ethnic groups. Problems: Extra motivation needed on the approaching warm weather. Schools in high crime area show poor attendance. Lack of effective recruiters. Need for more effective publicity.	N/A	N/R

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PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE New Jersey

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Newark Manpower Training Skills Center (Reid)	Continue and maintain ABE program, including learning lab and ESL that will adequately supply the needs of the community. Need to include more experts in reading skills and testing in program (very interested in realistic diagnostic work for new students)	Not really volunteers - part-time nonprofessional clerk-typists who are bilingual and are paid a minimum salary.	N/R

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PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

STATE New Jersey

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA.			PAST VOLUNTE		
	YES	NO	JOB CATEGORY		YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY		RANK	YES	NO	S	YES	NO	See Pg
State Dept. of Education (ABE Supv. - Fausto)	X		Teacher Aides	4	X		*		X	----	NR	NR	NR		X	-		X	----
Trenton Prison (ABE) (Hatrak)	X		Paraprofessionals Social Workers Intake Analyst	15	X		**		X	----	Media Technician	2	1		X	-		X	----
Camden Training Center (Brown)	X		Teacher Aide	***	X		****		X	----	Teacher Aide Curriculum Expert (Adult)	1 1	Learning Disability Specialist Curr. Expert Teacher Aide		X	-		X	----

*At Paterson Learning Center

**Conducted by social worker and psychologist familiarizing volunteers with the institution and the programs available to intake pop.

***1, 2, 3 varies

****Lab Specialist familiarizes aide with hardware instruments; instructs in duties

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

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PRE-CONFERENCE INFORMATION I - VOLUNTEER USAGE

STATE New Jersey

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	$	YES	NO	See Pg
Trenton Adult Learning Center (Graham)		X	----			X	----		X	----	Curriculum Specialist	1	1	-	X	-		X	----
											Reading and Math Spec.	4	2						
											Tutors	5	6						
											Technical	1	3						
											Aides	6	7						
											Materials Resource		4						
											Coordinator	1							
											Office		5						
Jersey City ABE Program (Peplowski)		X	----			X	----		X	----	Community Organizer/ Recruiter	1	1		X	-		X	----
Newark Manpower Training Skills Center (Reid)		X	----			X	----		X	----	Reading Spec. Testing Spec.			X		*	X		X

*Minimum salary for bilingual clerk typist.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USAGE IN ABE

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STATE New Jersey

AGENCY DEPARTMENT INSTITUTION	CURRENT USAGE				PRE-SERVICE TRAINING			RECRUITMENT PROGRAM			PROJECTED USAGE			BUDGET ALLOCA			PAST VOLUNTE USAGE		
	YES	NO	JOB CATEGORY	#	YES	NO	TYPE	YES	NO	TYPE	JOB CATEGORY	#	RANK	YES	NO	$	YES	NO	See Pg
Hoboken Adult Mini Learning Center (Capone)		X	----	-		X	----		X	----	Recruiter	1	1		X	-		X	----
Adult Education Resource Center (Jersey City) (Tiscornia)	X		N/R		NR	NR	NR	NR	NR	NR	Teaching: Administration Teaching Techniques Preparation and eval. of materials Counseling			NR	NR	NR	NR	NR	NR
Vineland ABE Mini Center (Cassidy)		X	----	-	NR	NR	NR		X	----	Recruiter	2	1		X	-		X	----

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

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PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE New Jersey

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Trenton Adult Learning Center (Graham)	501	281	110	Help students meet everyday needs of living. Incorporate vocational help into curriculum. In-service training for teachers, especially new teachers. Give counseling to each student in order to direct their efforts to their best advantage.	501	35,691
Jersey City Adult Basic Education Program (Peplowski)	819	651	36	Provide for better job opportunities through conversational English. Citizenship Consumer Education WIN Program - unemployed -job Westinghouse Program - working for industry upgrading positions in industry	819	32,000

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STATE New Jersey

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Jersey City Adult Basic Education Program (Peplowski)				Community relations program for doctors and nurses.		
Newark Manpower Training Skills Center (Reid)	1,000	300	?	To service walk-in students regardless of their educational needs.	650	?

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE New Jersey

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
State Department of Education (ABE Supervisor - Fausto)	NR	NR	NR	NR	NR	750,000 +
Trenton Prison Adult Basic Ed. (Hatrak)	80	40	30	Enroll all those functioning at or below the 5th grade level in reading.	65	650
Camden Learning Center (Brown)	Unknown at this time	Unknown	Unknown	Increase number of students receiving GED diploma. Upgrade instruction and guidance. Upgrade staff by taking college courses.	800	Unknown

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE New Jersey

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Hoboken Adult Mini Learning Center (Capone)	72	182	NONE	To prepare enrollees to go ahead and try to obtain equivalency diploma. Obtain understanding of English with som advantage in reading & writing	184	19,000
Adult Education Resource Center (Jersey City - Tiscornia)	N/R	N/R	N/R	Conduct supplementary training programs for ABE teachers and administrators. Act as clearing house of info. for ABE programs. Act as bridge between local education programs in adult education and higher education. Act as evaluaters of effectiveness of local educational programs in ABE.	N/R	Higher than in most areas because of large Spanish speaking pop. that are also often illiterate in Spanish also.

TASK FORCE FOR ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION II - PROGRAM OBJECTIVES

STATE New Jersey

AGENCY INSTITUTION	NUMBER PARTICIPANTS	# NEW ENROLLEES	# COMPLETING AD LEVEL	OTHER OBJECTIVES	# YEAR TO DATE	NUMBER UNREACHED
Vineland ABE Mini Center (Cassidy)	45	4	7	Give enough ESL training to function well. Help students sharpen reading and math skills. Develop understanding to seek higher education or high school diploma.	NR	15,000

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE NEW JERSEY

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
Hoboken Adult Mini Learning Center	Informing residents of what program offers. Personal contact especially with Spanish population to explain program, opportunities, etc.	NA	Will person work under supervision of director? What relationship will he/she have to Board of Education? Other questions to be formulated during discussion.
Adult Ed. Res. Center - Jersey City (Tiscornia)	Teacher training for ESL classes. Directors not aware of needs in ESL. Recruiting and retention more negative than positive in ESL. Students apathetic towards training. Availability of free or low cost classroom space outside school facilities.	NR	NR
Vineland ABE Mini Center (Cassidy)	Recruitment of students. Follow-up activities involving present enrollment.	NA	NR

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

ADULT ARMCHAIR EDUCATION PROGRAM

PRE-CONFERENCE INFORMATION III - PROGRAM CONCERNS

STATE New Jersey

AGENCY / DEPT. INSTITUTION	PROGRAM NEEDS/PROBLEMS	SUCCESS/PROBLEMS/PAST USE OF VOLUNTEERS	CONFERENCE INPUT
State Dept. of Education (ABE Supervisor Fausto)	1. No increase in funding for fiscal year 1973. 2. Recruitment and retention of target pop. 3. Follow-up on students who left program. 4. Lack of suitable instrument for placement and evaluation of ESL students.	N/A	N/A
Trenton Prison ABE (Hatrak)	1. Need to enroll more learners who presently function at the level of functional illiteracy. 2. Locating materials. (hardware & software) developed specifically for correctional settings.	N/A	N/R
Camden Learning Center (Brown)	1. Staff person full-time to develop and revise curriculum. 2. A person to determine learning disabilities & recommend individualized learning programs. 3. Teacher aide		

PLANNING CONFERENCE LESSON PLANS

APPENDIX E

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

LESSON PLAN

SESSION 1 -- Background of the Task Force: Philosophy and Potential

I. INTRODUCTION

This session is designed to acquaint the conference participants with a broad overview of the background of the conference along with specific expectations concerning potential results. The session is also meant to set the tone for an atmosphere of cooperative effort during the conference among representatives from national, regional, state, and local levels of administration. During this first session all conference participants will be introduced, and their projected contributions to the success of the conference will be reviewed.

II. OBJECTIVES

A. To provide background information on the Task Force conference so that conference participants may be aware from the conference beginning of why they were chosen and what is planned for them.

B. To establish with the conference participants some fundamental expectations concerning the conference purpose including the participants' own potential contributions.

C. To introduce the conference participants and to define the roles of the Task Force facilitators.

D. To establish an atmosphere of cooperation among conference participants so that the overall conference goals as well as specific needs of individual participants will successfully be met. To enlist the full support of each participant by clearly defining the possible benefits of successful conference outcomes for each local program.

E. To provide adequate orientation to facilities of the conference site and to summarize for participants the planned social activities for the three days of the conference.

III. PROCEDURES

A. The conference leader will orient participants to the purpose and objectives of this session.

B. The conference leader will outline the background of the conference and give a summary of potential results which the conference facilitators expect to follow during the three day working conference.

C. Conference leader will direct introduction of conference participants in a round table order in which each participant will give a brief summary of his involvement in ABE.

D. The conference leader will introduce all agency representatives present, each of whom will individually speak on the role his agency is expected to play in accomplishing the goals of the Task Force.

E. The conference leader will review with the participants the conference working schedule.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

LESSON PLAN

SESSION 2 -- Overview of Conference Design and Objectives

I. INTRODUCTION

This session is designed to provide a meaningful exchange between conference planners and participants in order to share the projected design and timetable for accomplishing conference objectives. The recommendations and inputs from conference participants will be solicited in order to solidify commitments and consensus among participants upon the plan of action to be followed in meeting conference goals and work output.

II. OBJECTIVES

A. To present to conference participants, for review and discussion, the overall conference design and the projected timetable for accomplishing objectives.

B. To identify and complete modifications and/or refinements on conference work plan time schedule as required by participant inputs, recommendations and feedback.

C. To establish a common focus and understanding on the purpose and objectives of each conference session in order to secure task-oriented commitments from conference participants to the realization of our primary conference goal--namely, the development of comprehensive written proposals for the use of ACTION Volunteers which are individualized to the specific needs of state and local ABE program sponsors represented at the conference.

III. PROCEDURES

A. Leader will orient participants on the purpose and objectives of this session.

B. Leader will review with participants the Primary Conference Work Output statement in order to solidify a common focus and understanding on the question, "Where are we going?"

C. Leader will next introduce the concern: "How will we get there?" in order to introduce the projected work activities and timetable necessary for accomplishing conference goals. Leader will distribute to each participant the *Conference Design and Activity Summary* worksheets and allow adequate time (approximately ten minutes) for independent review and familiarization.

D. Leader will engage participants in structured discussion and exchanges in reference to each of the six workshop sessions described in the *Conference Design* and *Activity Summary* worksheets. Among the primary objectives of this sequential discussion of workshop sessions are:

1. To provide clarification and additional information as needed and/or requested.

2. To solicit recommendations and feedback from conference participants which might refine and improve the work plan time schedule needed to accomplish conference goals.

3. To identify and resolve potential problems and concerns which might interfere with group progress toward realization of conference objectives.

4. To further stimulate and enhance a positive and cooperative working climate and atmosphere among conference participants.

E. Leader will solicit preliminary inputs for activities which might be scheduled into conference session #7: Conference Wrap-up (which has deliberately been left open for finalization by conference participants).

F. Leader will briefly summarize understandings and commitments which have resulted from this session.

G. Leader will conclude session by introducing staff person responsible for social and entertainment activities planned for the conference. Staff person should be prepared to provide an informal review and discussion of conference plans in this area.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

LESSON PLAN

SESSION 3 -- Identification of ABE Program Problem and Need for Volunteers

I. INTRODUCTION

This session will provide an opportunity for local directors to state their problems encountered in directing ABE programs on a local basis. The focus will be to accumulate general problems and through discussion to categorize and define them into areas that lend themselves to volunteer solutions.

II. OBJECTIVES

A. To solicit specific feedback from each ABE director in response to problem areas which affect their respective programs.

B. To categorize the nature of the problems encountered by local directors in the broad categories of:

1. Recruitment and retention
2. Instructional methodology and materials
3. Student supportive services
4. Program supportive services
5. Any others indicated by problems cited

C. To promote group discussions enabling participants to share recommendations for possible solutions for problem areas identified.

D. To attempt to identify potential volunteer functions which would provide solutions to the problems.

III. PROCEDURES

A. The sequential categorical problem areas will be defined, and the leader will introduce the idea of volunteers as a possible solution.

B. Participants will introduce individual problems. Overhead projector will be used to list problems for each program.

C. Common areas will be discussed and categorical volunteer solutions will be suggested.

D. Leader will introduce a general summary discussion regarding possibilities for volunteer use.

LESSON PLAN

SESSION 4 -- Proposal Development Workshop Part I

I. INTRODUCTION

This lesson is designed as an informal workshop in which members and conference participants together will begin the development of specific proposals detailing projected uses of ACTION Volunteers at the local level. Conference participants will examine broad concepts of possible uses for ACTION Volunteer types and individualize those roles to meet the needs of the local ABE program. In tailoring the job category to local program needs, the participant will become aware of the dynamics of volunteer use and the responsibilities involved for the local ABE program.

II. OBJECTIVES

A. Participant will write narrative description of each volunteer type he is projecting to use in local ABE program. Narrative descriptions for each category of volunteer must include:

1. Statement of the problem making the use of volunteer necessary.

2. List of specific objectives for the utilization of volunteer.

3. Outline of job duties of volunteer type and qualifications for the position.

4. Statement of the method of supervision and means of support to be provided by ABE local to the volunteer.

5. Explanation of process by which the job performance of volunteer will be evaluated.

6. Outline of method of training to be employed for teaching volunteers job duties.

B. Participant will chart schedule of weekly job duties for each volunteer type he will utilize in local ABE program.

III. PROCEDURES

A. Leader will review with participants objectives and procedures for the session. He will introduce staff resource persons for each volunteer job category.

B. Leader will read list of job types requested by each ABE local in past session, note any changes, or get consensus.

C. Leader will distribute Proposal Development Worksheets for perusal by the group.

D. Leader will again ask if there are any changes in list of volunteer types needed by local.

E. Leader will divide participants into small groups by job category of volunteer use headed by resource person.

F. Resource person for each job category will discuss with his group the Proposal Development Worksheet and help participants to tailor narrative description to their individual program needs.

G. Participants and resource person will complete in written form each category of Proposal Development Worksheet.

H. Participant will make a chart of Schedule of Weekly Job Duties for volunteer type with the help of the resource person.

I. Resource person will note any specific problem areas of any ABE local in completing Proposal Development Worksheet or Schedule of Weekly Job Duties.

J. Participants will rotate in small groups with resource person for job category until Proposal Development Worksheet and weekly job schedule is completed on each volunteer type he projects utilizing.

K. Leader will collect all Proposal Development Worksheets and Schedule of Weekly Job Duties of each ABE local for review by conference staff.

LESSON PLAN

SESSION 5 -- Proposal Development Workshop Part II

I. INTRODUCTION

This lesson will provide the participants with the background information and tools necessary to complete the development of specific proposals for the projected use of ACTION Volunteers at the local level. From a generalized concept of the types of inclusions which are required by the funding source in the categories of agency identification and budget requirements, the participant will arrive at specific information and determinations for his local ABE program.

II. OBJECTIVES

A. Participant will write agency identification section of proposal for utilization of ACTION Volunteers.

B. Participant will compute and document budget section of proposal for utilization of ACTION Volunteers.

C. Participant will compute and document in-kind contribution required to support the activities of ACTION Volunteers in the local program.

III. PROCEDURES

A. Leader will review with participants objectives and procedures for the session.

B. Leader will explain need for agency identification section of proposal.

C. Leader will distribute agency identification worksheets to all participants and separately review each item with participants using transparencies and overhead projector.

D. As leader reviews each worksheet item on transparency, participant will complete corresponding item on his copy of agency identification worksheet with appropriate information about his local ABE program.

E. Leader will respond to questions and problems encountered by participants to allow them to complete agency identification worksheet.

F. Leader will explain need for budget section of proposal.

G. Leader will distribute copies of budget worksheet to all participants along with each participant's narrative descriptions for ACTION Volunteers he projects using in local ABE program.

H. Using overhead projector and transparency of budget worksheet leader will quickly review all categories which must be included in proposal budget statement.

I. Leader will read background information for hypothetical ABE program.

J. Leader will then discuss first budget worksheet item separately and make computations for hypothetical ABE program on blackboard. Computed figure will be transferred to transparency.

K. Participants will then compute first budget worksheet item and record figure.

L. Leader will follow the above format for each of remaining budget worksheet items until entire worksheet is completed.

M. Leader will field questions from participants and provide individual assistance as needed.

N. Participants will collate sheets of proposal for collection and review by conference staff following this order: agency identification, narrative descriptions, budget.

O. Leader will collect completed proposals.

LESSON PLAN

SESSION 6 -- State-wide Planning and Coordination

I. INTRODUCTION

This session is designed to provide an opportunity for conference participants to discuss among themselves and with national agency representatives present, the proposed method of volunteer use implementation. During this session participants with special concerns will make them known to the state administrators who will make necessary arrangements with national ACTION representatives for a suitable solution.

II. OBJECTIVES

A. To uncover any concerns about use of ACTION Volunteers in ABE.

B. To determine among local participants along with state administration representatives the planned strategies for training, supervision, and support of ACTION Volunteers in ABE.

C. To begin necessary action for state-wide coordination of ACTION Volunteer activity.

D. To obtain a consensus of opinion regarding volunteer evaluation methods consistent with national ACTION policy.

III. PROCEDURES

A. Leader will outline the objectives for the session.

B. Leader will solicit comments from national ACTION representatives regarding training, supervision, and support of ACTION Volunteers.

C. A general discussion among local participants will follow regarding their plans for implementing training, supervision, and support.

D. Leader will explain need for state-wide coordination of proposal submission procedures and eventual volunteer activity. Special problems in any local program will be discussed for possible solutions.

E. National ACTION representatives will outline ACTION evaluation policy for volunteers, after which the conference leader will direct the participants to decide upon a program of evaluation for volunteers in their programs consistent with the ACTION policy that had been outlined.

CONFERENCE MATERIALS INCLUDING

PROPOSAL DEVELOPMENT WORKSHEETS FOR TEN TYPES OF VOLUNTEERS

APPENDIX F

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

CONFERENCE REGISTRATION FORM

NAME____

TITLE____

ORGANIZATION REPRESENTED___________________________

____

OFFICE PHONE____________________________________

NAME OF ABE PROGRAM YOU ADMINISTER____________________

____

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PRIMARY CONFERENCE WORK OUTPUT

1. To develop comprehensive written proposals for the use of ACTION Volunteers which are individualized to the specific needs of state and local ABE program sponsors represented at the conference.

   A. Each completed document will include appropriate information on the following proposal categories:

      (1) Identification Cover Sheets

      (2) Problem Statements

      (3) Objectives

      (4) Job Descriptions and Qualifications

      (5) Supervision and Support

      (6) Evaluation

      (7) Training Needs

      (8) Budget

2. To develop a state-wide plan for ACTION Volunteer utilization which will ensure that each participating local ABE program will be provided appropriate coordination, support, monitoring, and evaluation as needed and/or requested.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

CONFERENCE DESIGN AND ACTIVITY SUMMARY

ACTIVITY	NOTES
SESSION I BACKGROUND OF THE TASK FORCE: PHILOSOPHY AND POTENTIAL Time Required: 9:00-10:30 (1-1/2 hrs.) General Purpose: 1. Provide overview of conference background, philosophy, expectations, and potential. 2. Introduction of conference participants and review of projected contributions. Key Projected Results: 1. Establish positive cooperative attitudes among participants conducive to productive working climate and atmosphere.	
SESSION II OVERVIEW OF CONFERENCE DESIGN AND OBJECTIVES Time Required: 10:30-12:00 (1-1/2 hrs.) General Purpose: 1. Review and discuss overall conference design and projected timetable for accomplishing objectives. 2. Finalize modifications and/or refinements on conference work plan time schedule as required by participants' inputs, recommendations, and feedback Key Projected Results: 1. Solidify consensus and commitments from conference participants on finalized work plan and schedule for completing conference objectives.	

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

CONFERENCE DESIGN AND ACTIVITY SUMMARY

ACTIVITY	NOTES
SESSION III IDENTIFICATION OF ABE PROGRAM PROBLEM AND NEED FOR VOLUNTEERS Time Required: 1:00-5:00 (4 hrs.) General Purpose: 1. Solicit specific feedback from each ABE participant in response to problem areas which affect their respective programs. 2. Promote group discussions enabling participants to share recommendations for possible solutions of problem areas identified. 3. Identify potential volunteer functions which would provide solutions to those problem areas discussed. Key Projected Results: 1. Complete for each individual ABE program sponsor source the identification of volunteer functions requested and desired.	
SESSION IV PROPOSAL DEVELOPMENT WORKSHOP PART I Time Required: 9:00-12:00 (3 hrs.) General Purpose: 1. Complete written inputs needed from each local ABE program sponsor in accordance with requirements of proposal development worksheets package. 2. Tailor each requested volunteer job category to the specific and unique requirements of each local ABE program. Key Projected Results: 1. Each participant will complete written narrative description of each volunteer type requested for use in local ABE program. Narrative descriptions will include the following proposal categories: problem or need; objectives; job description and qualifications; supervision and support needs, evaluation; training needs; sample volunteer work week.	

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

CONFERENCE DESIGN AND ACTIVITY SUMMARY

ACTIVITY

NOTES

SESSION V

PROPOSAL DEVELOPMENT WORKSHOP PART II

Time Required: 1:00-3:30 (1-1/2 hrs.)

General Purpose:

1. Complete written inputs needed for application cover sheets and project background information sections of final proposal.
2. Participants will compute and document in written form the budgetary requirements needed to support the activities of ACTION Volunteers requested by each local ABE program.

Key Projected Results:

1. Each participant will complete written input needed for the following final proposal categories:
   A. Application cover sheet for agency identification and background data.
   B. Budget Requirements Summary Sheet

SESSION VI

STATE-WIDE PLANNING AND COORDINATION

Time Required: 3:30-5:00 (1-1/2 hrs.)

General Purpose:

1. Begin identification and planning of state-wide concerns and strategies in response to ACTION Volunteer training, supervision, support requirements, coordination, and evaluation.

Key Projected Results:

1. Solicit inputs from conference participants, through group discussion and exchanges, relative to identifying and resolving state-wide support requirements to state plan for use of ACTION Volunteer in ABE.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

____
PROGRAM NAME

PROBLEM AREA(S)	VOLUNTEER APPLICATION
I. Recruitment and Retention	BEST COPY AVAILABLE
II. Instructional Methods and Materials	
III. Student Support Services	
IV. Program Support Services	
V. Other	

TRAVEL EXPENSE

AUTHORIZATION NUMBER

O.I.C. OF AMERICA, INC.
ADULT ARMCHAIR EDUCATION PROGRAM
18 WEST CHELTEN AVE.
PHILADELPHIA, PA. 19144

DATE

BEST COPY AVAILABLE

TO : FISCAL OFFICER

FROM:

NAME OF TRAVELER ADDRESS

ORGANIZATION PHONE

DESTINATION

PURPOSE OF TRIP

BEGAN (DATE): ENDED (DATE)

EXPENSE SUMMARY

TRANSPORTATION

Private Auto (See Schedule on Back)............

Air..

Bus..

Rail.......................................

Taxi Cabs..................................

Other Expenses

TOTAL EXPENSES $

I certify that this statement, the amount claimed and attachments are true, correct, and complete to the best of my knowledge and belief and that payment for the amount claimed has not been received.

APPROVED BY SUBMITTED BY

PRIVATE AUTOMOBILE

DATE	DESTINATION	SPEEDOMETER READING BEGIN	END	TOTAL MILEAGE
TOTAL				

TOTAL MILES:________________X____________PER MILE=
RATE

AMOUNT DUE............................ $__________

BEST COPY AVAILABLE

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PARTICIPANT INFORMATION

Participant for ABE Task Force State of ______________________________

1. What is your sex? ____Female ____Male

2. What is your age?

____under 30
____30-35
____35-40
____40-45
____45-50
____50-59
____60 or older

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3. What is your ethnic background or cultural group?

____Afro-American
____American Indian
____Oriental
____Spanish surnamed
    ____Cuban
    ____Mexican American
    ____Puerto Rican
    ____Other
____White (other than Spanish surnamed)
____Other (specify)

4. Check the highest level of schooling you have achieved.

____less than high school
____high school diploma
____high school equivalency diploma
____some college but less than bachelor's degree
____bachelor's degree
____beyond bachelor's degree

5. List colleges and universities which you have attended:

Name & location	Dates attended (yrs)	Degree	Majo.(s)	Minor(s)

6. Explain briefly for what career your were prepared by your initial schooling.

7. Describe any other significant academic experiences you have had in ABE (i.e. summer programs, workshops, in-service training, military, etc.).

8. Summarize your experience in ABE programs:

POSITION	LENGTH OF SERVICE (YRS & MOS)
____Teacher	____________
____Teacher-counselor	____________
____Teacher media specialist	____________
____Teacher-trainer	____________
____Teacher curriculum specialist	____________
____Administrator	____________
____Other (specify)	____________

9. Write the number of years and months you have been involved in offering ABE services in the geographical areas listed below:

GEOGRAPHICAL AREA	LENGTH OF SERVICE
Model Cities	
Appalachia	
Suburban	
Rural	
Other (specify)	

10. Write the number of years and months you have been involved in offering ABE services to the following population groups:

POPULATION GROUP	LENGTH OF SERVICE
Racial and Ethnic Groups	
Afro-American	
American Indian	
Oriental	
Spanish surnamed	
White	
Other (specify)	
Inmates of correctional institutions	
Other institutional students	
Migrant workers	
Other (specify)	

11. Check any previous volunteer experience in which you have been involved:

CATEGORY OF VOLUNTEER	IN WHAT CAPACITY?	(YRS & MOS) LENGTH OF SERVICE
VISTA Volunteer		
Peace Corps Volunteer		
ABE volunteer		
Health Services Volunteer		
Youth Services Volunteer		
Other (specify)		

12. What is the level of staff currently available to your program?

	PART TIME	FULL TIME	TOTAL
Administrative			
Professional			
Para-professional			
Volunteer			
TOTAL			

13. What approximately is the level of annual budget assigned to your program?

$______________________

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

OBSERVER CHECK LIST

DATE________________ CONFERENCE NAME________________

OBSERVER________________ AGENCY________________

LENGTH OF CONFERENCE________________

NUMBER OF MEMBERS________________

NAME OF LEADER________________

Please rate each category below on a 1 - 5 scale; 1 is the lowest level of achievement, 5 the highest (circle the appropriate number).

CATEGORY	RATING	COMMENT
ACCOMMODATIONS AND SERVICES		
Transportation well arranged	1 2 3 4 5	
Living quarters clean & comfortable	1 2 3 4 5	
Adequate meal arrangements	1 2 3 4 5	
Interesting social activities	1 2 3 4 5	
Adequate supportive services	1 2 3 4 5	
CONFERENCE DESIGN		
Proper sequence of sessions	1 2 3 4 5	
Sessions began on time	1 2 3 4 5	
Sessions ended on time	1 2 3 4 5	
Length of sessions met need	1 2 3 4 5	
Diversified program format	1 2 3 4 5	
Adequate number of breaks	1 2 3 4 5	
Participants had opportunity to modify design	1 2 3 4 5	

CATEGORY	RATING	COMMENT
PARTICIPATION		
Orderly discussion	1 2 3 4 5	
Freedom of expression	1 2 3 4 5	
Well balanced participation	1 2 3 4 5	
Relevant discussion	1 2 3 4 5	
Methodical discussion (group had sense of direction)	1 2 3 4 5	
SPEAKERS AS A GROUP		
Audible	1 2 3 4 5	
Intelligible	1 2 3 4 5	
Well organized	1 2 3 4 5	
Purposeful	1 2 3 4 5	
Direction	1 2 3 4 5	
Provocative	1 2 3 4 5	
CONFERENCE OBJECTIVES		
Clearly defined	1 2 3 4 5	
Communicated to participants	1 2 3 4 5	
Met by program	1 2 3 4 5	

CATEGORY	RATING	COMMENT
FACILITIES		
Good lighting	1 2 3 4 5	
Proper ventilation	1 2 3 4 5	
Comfortable seating	1 2 3 4 5	
Adequate space	1 2 3 4 5	
Rest-rooms nearby	1 2 3 4 5	
Adequate information given for use of facilities	1 2 3 4 5	
Sufficient directional signs	1 2 3 4 5	
PARTICIPANT MATERIAL AND AUDIO-VISUALS		
Appropriate to session	1 2 3 4 5	
Well prepared	1 2 3 4 5	
Well presented and explained	1 2 3 4 5	
Presented at proper time	1 2 3 4 5	
Sufficient supportive materials (pens, pencils, pads, etc.)	1 2 3 4 5	
ATMOSPHERE		
Informal	1 2 3 4 5	
Friendly	1 2 3 4 5	
Cooperative	1 2 3 4 5	
Courteous	1 2 3 4 5	
Animated	1 2 3 4 5	
Attentive	1 2 3 4 5	

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COMMUNICATIONS SPECIALIST VOLUNTEER

The Problem

Communicating with potential ABE participants is generally considered an important pre-requisite to motivating and stimulating initial involvement and on-going attendance in programs. Most ABE program personnel lack the experience and knowledge to fully exploit the potential media systems which could be used to reach target ABE audiences. In addition, most ABE programs lack technical resources and time necessary to produce (on an on-going basis) teaching materials and audio-visual products that enhance instruction in ABE classes.

It is felt that the services of a highly skilled technical volunteer would measurably assist in reaching larger numbers of potential ABE users who are currently uninvolved in ABE programs.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COMMUNICATIONS SPECIALIST VOLUNTEER

Job Description

DEFINITION:

This is work which attempts to increase communication to ABE target community concerning the advantages of participation in Adult Basic Education. Communications volunteer designs and prepares selected materials for dissemination including brochures, flyers, posters, and exhibits. Volunteer will assist in preparing or arrange for preparation of scripts, news stories, pictures, etc. through media, newspapers, radio, T.V. In addition, volunteer attempts to serve information and communication needs of students enrolled in ABE classes.

DUTIES:

- Collects and disseminates information, media materials, newspaper articles, radio scripts by means of review of program reports, interviews with ABE students, teachers, and staff.
- Writes in clear and concise manner newsletters, brochures, flyers, etc.

-Assists in the designing and production of audio-visual materials needed for training purposes.

-Devises layout and preparation of materials for publication or reproduction.

-Proofreads and edits specified materials for reproduction.

-Stimulates, encourages, and seeks ways of involving students in the process of encouraging potential ABE students to participate.

-Develops broad range of communication methods and assists ABE students, teachers, and staffs in executing and implementing effective communication.

-Evaluates effectiveness of communication materials developed.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COMMUNICATIONS SPECIALIST VOLUNTEER

Job Description

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COMMUNICATIONS SPECIALIST VOLUNTEER

Objectives

During the year of service the volunteer will:

1. Have provided various media sources with a minimum of _______ newspaper articles, scripts, presentations, etc. with at least _______% of these materials having been accepted for dissemination.
2. Be able to show that there has been a _______% increase in the number of persons entering the program who give as their primary source of hearing about the program being one or more of the methods used by the volunteer to communicate to the ABE target population..
3. Have coordinated, assisted, or been involved with the production of _______ issues of a newsletter aimed at ABE students enrolled in the program.
4. Have surveyed and compiled a list of media outlets (radio, T.V., newspaper, community organizations, etc.) which will designate contact persons, potential audience, receptivity to ABE information, etc.

5. Have produced, edited, and/or illustrated ______ number of materials for use in classroom.

6. Have produced a report of his Volunteer Service Year in a format specified at the beginning of the year's work.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name____

Title____

Comment:_____________________________________

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

A. Work space

B. Equipment and supplies

C. Telephone and postage

D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

SAMPLE VOLUNTEER WORK WEEK

____
(Volunteer Title)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

   Name__________________________________

   Title__________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

   A. 3 Months

   B. 6 Months

   C. 9 Months

   D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR

The Problem

The community person in need of ABE training often has urgent and immediate problems beyond the purely educational with which the ABE program must be prepared to deal if it is going to attract participants and stabilize attendance. Often the problems are a result of a lack of education, but the program that ignores needs for services such as medical treatment, legal help, child care, or employment will find its ability to attract and retain participants limited. Counselors with the ability to relate to trainees, identify needs, and refer participants to the appropriate source of help should be an integral part of any ABE program. Community resources usually exist in the community capable of meeting the participants' needs, but services are too often not received because of lack of information or misinformation about the service-giving agency. The ABE counselor will not duplicate services but rather will serve as a bridge or a connecting link between the community and community agencies desiring to serve it.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR

Job Description

DEFINITION:

This is work of a program services nature attempting to provide students with assistance in using existing social, m medical, legal, and other services. Work involves presenting to students descriptions of available services, identifying students in need, counseling, and referring students to appropriate sources. Work involves direct contact with the student in both a classroom and office setting. Counselor volunteer will attempt to interpret needs of students to existing agencies and act as liaison between agency and student. Follow up of referrals is essential to assure that students had opportunity for full utilization of services.

DUTIES:

1. Participate in the identification of community resources that can help to meet the needs of the program participants.
2. Develop linkage systems with community agencies and programs to provide needed services.
3. Develop resource file of agencies and programs utilized by counselors to facilitate on-going referrals.

4. Orient students in ABE classes to counseling services available and stimulate interest in utilizing services.

5. Through referral to service-giving agencies (medical, job placement, financial, etc.) provide supportive social services that will help to maintain trainee involvement in ABE program.

6. Act as liaison between students and social agencies, public and private, in seeking information and making referrals.

7. Motivate participants to take advantage of and make realistic choices from among a wide range of educational opportunities available in the community for further training.

8. Follow up on referrals made to agencies to verify receipt of requested services and provide any further services needed.

9. Maintain adequate, accurate narrative and statistical records on counselor-trainee activity.

10. Attend outside agency conferences and seminars to keep abreast of community services and new community resources.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

Job Description

COUNSELOR

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR

Objectives

During the year of service the volunteer will have:

1. Established linkages with _______ community agencies and programs to meet participant needs.

2. Set up a resource file of all agencies in linkage system and _______ other community agencies.

3. Provided counseling services to a maximum on-going caseload of _______ ABE participants on _______ number of ABE classes.

4. Oriented participants in _______ ABE classes to counseling services available.

5. Generated a minimum of _______ referral requests from each assigned class for supportive social services, make appropriate referrals, and follow up.

6. Motivated _______ students in each class to take advantage of further training, make appropriate referrals, and follow up.

7. Contacted by letter, phone, or home visit every individual from his caseload requesting services.

8. Kept narrative and statistical records on all counseling activity of his caseload.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name____

Title_______________________________________

Comment:____________________________________

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

   A. Work space

   B. Equipment and supplies

   C. Telephone and postage

   D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

SAMPLE VOLUNTEER WORK WEEK

____
(Volunteer Title)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

   Name________________________________

   Title________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

   A. 3 Months

   B. 6 Months

   C. 9 Months

   D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR TRAINER

The Problem

Traditionally counselors in ABE have come from a secondary school or college background. Often they have had little experience in dealing with the adult problems specific to the target population that is served by ABE. Yet, if students are to be recruited, and retained in the ABE program, counselors must be prepared to deal with student concerns other than the purely educational. A counselor coordinator could provide needed expertise and training to ABE counselors in the refinement of guidance and counseling procedures and techniques within local ABE programs.

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR TRAINER

Job Description

DEFINITION:

This is responsible staff administrative work reviewing, analyzing, training, and evaluating the overall counseling program for the state ABE program.

Work will include developing and implementing training models for local ABE program counselors to instruct them in counseling procedure and techniques relevant to specific community programs and individual needs. Work includes technical assistance visits to monitor and evaluate the progress and results of counseling operations in each local ABE program. Work includes making recommendations to management, implementing changes, and establishing standards to accomplish program goals and objectives.

DUTIES:

1. Develop curriculum and materials for training local ABE program counselors.
2. Adapt curriculum to specific community programs and individual needs.

3. Serve as counselor trainer to implement training design.

4. Evaluate training program and makes recommendations for modification and refinement.

5. Visit local programs and reviews counseling operation for effectiveness. Conducts in-service workshops as needed.

6. Participate in analyzing problem areas to determine need for assistance in eliminating difficulties.

7. Design and implement recording and reporting system for local ABE counselors.

8. Serve as a liaison between local counseling operation and state ABE program in evaluating activities of local counseling program.

9. Provide detailed and comprehensive reports of findings and recommendations to State Program Director.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR TRAINER

Objectives

During the year of service the volunteer will have:

1. Trained ________ local ABE counselors in the state.
2. Developed counseling curriculum and adapted it to needs of ________ local programs.
3. Implemented a follow-up system to determine relative success of curriculum.
4. Visited ________ local programs for evaluation and assistance.
5. Designed and implemented reporting system for monitoring and evaluating local counseling operations.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

COUNSELOR TRAINER

Job Description

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name ____

Title ____

Comment: ____

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

A. Work space

B. Equipment and supplies

C. Telephone and postage

D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

   Name____________________________________

   Title____________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

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3. Benchmarks for volunteer performance evaluation

   A. 3 Months

   B. 6 Months

   C. 9 Months

   D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

CURRICULUM DEVELOPMENT VOLUNTEER

The Problem

Most ABE programs rely on educational materials (curriculum, books, pamphlets, etc.) which have been commercially prepared. On the whole, such material cannot reflect to the needs and life styles of local ABE students in specific programs. Too often such commercial material takes on the flavor of materials developed for children in elementary schools. Adult students need educational materials dealing with their adult problems. There is a need for program capability that will enable the development of curriculum materials designed to meet the specific needs of local ABE students.

It is felt that a skilled volunteer having training and experience that would enable him to work with ABE teachers and students to develop curriculum is needed and that measurable assistance will be given to increase the quality of service to students and support of the program.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

CURRICULUM DEVELOPMENT VOLUNTEER

Job Description

DEFINITION:

This work involves the development of lesson materials designed to stimulate undereducated adults to:

1. Improve existing skills of students
2. Develop new skills in literacy
3. Prepare students to enter higher vocational and educational endeavors.

Work requires ability to adapt existing materials for use with adults and development of new materials, training of other volunteers in methods and uses, and ability to evaluate effectiveness of materials.

DUTIES:

1. Assist in development of materials in languages, reading, and math for undereducated adults.
2. Adapting and refining material for use by professional and para-professional instructors.
3. Research for developing variety in material and methods.
4. Structuring class periods to accomplish stated objectives.
5. Develop procedures for utilizing supportive services for trainees.

6. Perform on-going evaluation of materials for upgrading and modifying subjects for relevancy.

7. Develop and maintain resource material for use by instructors.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

CURRICULUM DEVELOPMENT VOLUNTEER

Job Description

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

CURRICULUM DEVELOPMENT VOLUNTEER

Objectives

1. To devise educational materials designed to motivate undereducated adults to engage in ABE classes to improve and develop skills in literacy.

2. To supply instructors with material, lesson plans, etc. relevant to life experiences of majority of undereducated students.

3. To develop and maintain resource materials for class and staff use.

4. To familiarize instructor staff with available films, books, etc.

5. Develop a course outline with specified objectives for each subject.

6. To prepare a report of his Volunteer Service Year in a format specified at the start of the year's work.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name____

Title____

Comment:____________________________________

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

   A. Work space

   B. Equipment and supplies

   C. Telephone and postage

   D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

   Name____________________________________

   Title____________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

   A. 3 Months

   B. 6 Months

   C. 9 Months

   D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

PLANNING AND EVALUATION SPECIALIST VOLUNTEER

The Problem

Despite the enormous need for Adult Basic Education services, the resources available are admittedly scarce. The problem all ABE programs face is how to most effectively use these scarce resources to the best advantage. Management Infomation Systems (MIS) have been used effectively in business and industry to measurably assist executives and managers in planning, controlling, making decisions, and other similar management functions. Such systems are potentially able to be developed and implemented into an ABE program if the required know how and experience is available. It is felt that a highly specialized volunteer having MIS development and implementation experience would measurably assist ABE managers and others in program planning and evaluation functions.

It is evident, too, that a sound data base for the ABE program would assist in providing the larger community with information that might be used to promote the program in more meaningful ways.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

PLANNING AND EVALUATION SPECIALIST VOLUNTEER

Job Description

DEFINITION:

This is work designed to provide the ABE program participants with increased quality and amount of services through program planning and evaluation.

Work involves the development and implementation of a Management Information System, designed specifically not only to provide program administrators with increased decision making capability, but also to give ABE teachers and staff appropriate feedback concerning a wide range of performance results and to inform larger community of program accomplishments.

DUTIES:

-Reviews and surveys current state of information available and used by program personnel.

-Reviews literature and interviews ABE personnel, students, and community persons to determine categories of information needs

-Develops model of information system.

-Produces feasibility study to assess implementation variables of model in terms of cost, time, benefit, etc.

-Implements pilot study to test model and assess implementation variables.

-Writes, edits, and prepares manuals and other materials for reporting determined information.

-Assists in implementing Information System.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

PLANNING AND EVALUATION SPECIALIST VOLUNTEER

Job Description

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

PLANNING AND EVALUATION SPECIALIST VOLUNTEER

Objectives

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During the year of service the volunteer will:

1. Have reviewed the currently available ABE information system and reported findings in written form including specification of data available and information reporting flow and scheduling.

2. Conducted a survey of ABE information users to assess information needs and adequacy of current information system.

3. Develop a written model of an ABE information system designed to be responsive to users's needs, to the objectives of ABE program projections, as well as be approved by program decision-makers.

4. Conducted a feasibility study the results of which will form a written report including an implementation schedule accepted and approved by ABE management.

5. Develop forms and user manuals that explain reporting requirements of Information System.

6. Run pilot implementation of system.

7. Assist in developing an ABE Task Force for Planning and Evaluation.

8. Have prepared a report of his Volunteer Service Year in a format specified at the start of the year's work.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN AGE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

   Name____

   Title____

   Comment:____________________________________

   ____

   ____

2. Are there adequate work facilities (related to volunteer's job needs)?

   A. Work space

   B. Equipment and supplies

   C. Telephone and postage

   D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ASE

PROPOSAL DEVELOPMENT WORKSHEET

SAMPLE VOLUNTEER WORK WEEK

____
(Volunteer Title)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				BEST COPY AVAILABLE

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

BEST COPY AVAILABLE

1. Input for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

Name____________________________________

Title___________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

A. 3 Months

B. 6 Months

C. 9 Months

D. 12 Months

PROPOSAL DEVELOPMENT WORKSHEET

READING SPECIALIST VOLUNTEER

The Problem

In ABE programs it is generally regarded that increasing adult students' reading skill is a necessary focus and prerequisite for continuing progress through the program. In short, reading may be considered the most basic area of Adult Basic Education curriculum. It is at the same time one of the more difficult areas to effect gains in relatively short periods of time. The effective teaching of reading to adults is often difficult, requiring resources which ABE teachers and programs must identify and incorporate into their on-going programs. Furthermore, the recent explosions in reading methodologies and techniques have created an information gap between the ABE teacher and the reading methods innovator.

The services of a skilled specialist volunteer as applied to the ABE program is seen as offering measurable support to the total program objectives and equally measurable support to ABE students.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

READING SPECIALIST VOLUNTEER

Job Description

DEFINITION:

This is highly skilled program service work designed to measurably assist ABE personnel in dealing with the critical reading problems of ABE students.

Work involves both services to program personnel as well as direct classroom instruction of participants in a laboratory situation.

DUTIES:

- -Reviews current reading curriculum and makes recommendations for improvement.
- -Evaluates current methods of testing reading levels of students and reports findings.
- -Conducts on-going class of ABE students with special needs and goals for upgrading reading level.
- -Conducts in-service training for ABE personnel to introduce new concepts, methods, and practices in reading instruction.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

READING SPECIALIST VOLUNTEER

Job Description

BEST COPY AVAILABLE

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

READING SPECIALIST VOLUNTEER

Objectives

During year of service the Reading Specialist Volunteer will:

1. Have conducted a class with a minimum of ______ students with or below a tested reading level of _______ grade score and will have demonstrated reading gains with _____% of students by a tested increase in reading level of ______ grade score in _______ months.

2. Have produced a written report as to the current status of reading instruction within the program. Report will include review and assessment of materials used, assessment of teaching methods used, information as the reading level gains of students in the program, identification of in-service training needs and other relevant information.

3. Have familiarized themselves with goals and objectives of the National Right to Read Program and have made recommendations as to strategies and methods for meeting these goals and objectives in the program.

4. Conducted _______ in-service training programs for ABE personnel involving a minimum of ______ teachers.

5. Have prepared a report of his Volunteer Service Year in a format specified at the beginning of the year's work.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name____

Title____

Comment:_____________________________________

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

   A. Work space

   B. Equipment and supplies

   C. Telephone and postage

   D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

SAMPLE VOLUNTEER WORK WEEK

____
(Volunteer Title)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

    Name__________________________________

    Title_________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

    A. 3 Months

    B. 6 Months

    C. 9 Months

    D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

RECRUITER

The Problem

A persistent problem in ABE programs is the recruitment and retention of students in the classroom. It is not enough to assume the community persons will automatically attend ABE classes on the basis of just knowing that classes are available. Potential students are best recruited through personal direct contact by a person perceived as similar in background to the recruiter and who can respond to the presented objections for attendance. In addition, adults have personal problems and obstacles to attendance which are real life adult problems (lack of baby sitters, medical problems, lack of transportation, etc.). A recruiter volunteer can be extremely effective in assisting recruitee find ways of dealing with these problems and thereby increase chances of ABE class attendance on a regular basis.

Thus, the use of a recruiter volunteer is seen as measurably effective in assisting to increase ABE program recruitment and retention.

PROPOSAL DEVELOPMENT WORKSHEET

RECRUITER

Job Description

DEFINITION:

This is community contact work meeting and talking directly with individuals and groups for the purpose of actively recruiting them in self-improvement through the ABE program. Work involves an orientation to the ABe program and its potential for individual growth. Work includes direct contact with ABE students, attendance at meetings of community groups, and contact with community agencies.

DUTIES:

1. Assists in selecting areas for recruitment of participants for ABE program.
2. Initiates direct personal contacts with community residents to motivate students into the ABE program.
3. Distributes pamphlets and other literature throughout the community as a recruitment tool and to publicize the ABE program.
4. Contacts community groups and agencies to attract participants to the program.

5. Utilizes other indirect methods of recruitment such as radio and T.V. to enlist participants.

6. Contacts absentee students by home visit, mail, or phone for the purpose of recovery.

7. Visits dropouts from ABE program and seeks to encourage their return to class.

8. Serves an linkage between counselor and student in relaying concerns of absentees and dropouts to counseling staff.

9. Maintains a comprehensive file of groups and individuals contacted.

10. Submits reports of recruitment activity as required.

11. Keeps program informed of general community concerns or needs which might affect program goals.

PROPOSAL DEVELOPMENT WORKSHEET

RECRUITER

Job Description

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

RECRUITER

Objectives

During the Year of Service the volunteer will:

1. Have assumed recruitment responsibility for ______ ABE classes.

2. Have recruited _______ new participants for each assigned ABE class.

3. Have followed up all absentees after they have been absent for _______ class sessions and will have assisted ______ % of follow up contactees to resume attendance.

4. Have made a minimum of _______ referrals to counselors, social service agencies, or other sources of assistance to provide potential recruits or regular ABE students with supportive services.

5. Have maintained a minimum overall enrollment of _______ persons in each assigned class.

6. Have identified _______ supportive services within the community to assist.

7. Have prepared a report of his Volunteer Service Year in a format specified at the start of the year.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name ____________________

Title ____________________

Comment: ____________________

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

A. Work space

B. Equipment and supplies

C. Telephone and postage

D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

   Name______________________________

   Title.______________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

   A. 3 Months

   B. 6 Months

   C. 9 Months

   D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TEACHER TRAINER

The Problem

The ABE teacher, as compared to other teachers, faces a student body composed of a multiplicity of backgrounds, academically as well as ethhic, religious, etc. Therefore, it follows that the potential instructors in adult classes need specialized training specifically for the methods, techniques, curriculum and especially attitudes needed to assist adults in their endeavors for self-improvement.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TEACHER TRAINER

Job Description

DEFINITION:

A Teacher Trainer for an ABE program devises, prepares, and administers a course of training to prepare potential ABE instructors to use the methods, techniques, and curriculum that is recommended for working with undereducated adults.

A Teacher Trainer conducts periodic in-service workshops for up-grading and evaluation of quality teacher performance. The volunteer also does research for new methods and techniques which is an on-going activity. The Teacher Trainer teaches by demonstrating the procedures for establishment of rapport with the student to assist students achieve individual goals.

DUTIES:

1. Develops training program for ABE teachers.
2. Devises and prepares appropriate curriculum and materials.
3. Structures and administers training program.
4. Visits performed for each class to evaluate teacher performance.

5. Confers with curriculum developer for appraisal of subject matter and recommendations for its use.

6. Conducts periodic in-service workshops for ABE teachers.

7. Attends periodic area training conferences, seminars, etc. for new methods potentially applicable for ABE.

8. Evaluates teacher performance based on observation, review of reports, etc. and gives overall rating according to established criteria.

9. Provides on-going technical support for ABE instructors.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TEACHER TRAINER

Job Description

QUALIFICATIONS:

BEST COPY AVAILABLE

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TEACHER TRAINER

Objectives

During the year of service the volunteer will have:

1. Trained a minimum of _______ teachers in the methods and techniques for ABE classes.
2. Designed and developed a teacher training program.
3. Visited each class at least once for on-site evaluation of teacher performance.
4. Conducted periodic in-service workshops.
5. Be knowledgeable of materials available and able to make intellignet recommendations to teachers.
6. Researched and reviewed other training programs and adapted methods where applicable.
7. Reviewed testing procedures for effectiveness and made recommendations for administration.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ADE

PROPOSAL DEVELOPMENT WORKSHEET

BEST COPY AVAILABLE

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name ____

Title ____

Comment: ____

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

A. Work space

B. Equipment and supplies

C. Telephone and postage

D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

BEST COPY AVAILABLE

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

   Name____________________________________

   Title____________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

   A. 3 Months

   B. 6 Months

   C. 9 Months

   D. 12 Months

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TUTOR/INSTRUCTOR AIDE

The Problem

The needs of the ABE students are many and diverse. Besides the complex life problems associated with poverty, unemployment or underemployment, family illness or difficulties, etc., the ABE student often finds himself in a classroom situation where the teacher has limited time to give him the personalized instruction that he needs.

The ABE teacher is faced with a multiplicity of problems, also, such as student groups representing a wide range of difference in basic skills and thus finds teaching this diverse group difficult. The use of tutors and instructor aides in the classroom can oftentimes measurably increase the quality and quantity of instructional services received as well as assuring that other ABE student needs may be met through referrals to other community and social service agencies.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TUTOR/INSTRUCTOR AIDE

Job Description

DEFINITION:

An ABE tutor/instructor aide conducts or assists in conducting classes for undereducated adults. The instructor uses curriculum, methods, and techniques specifically designed to assist illiterate and semi-illiterate adults in acquiring and/or improving skills in language skills, reading, math, and other subject matter particularly relevant to students.

DUTIES:

1. Prepares for and attends each class to which he is assigned.

   Implements techniques and methods of instruction suggested during training.

3. Establishes and maintains individual progress records on class members.

4. Administers and evaluates entry tests on each student.

5. Prescribes work/study plan based on individual student requirements.

6. Administers periodic tests to evaluate student progress and adjusts assignments accordingly.

7. Establishes rapport with trainees to encourage attendance and provide relaxed atmosphere for positive learning experiences.

8. Attends in-service training sessions when scheduled.

9. Assists teacher with personalized tutoring as assigned.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

TUTOR/INSTRUCTOR AIDE

Objectives

During the year of service the volunteer will have:

1. Worked in teaching and tutoring a minimum of _____ students in ______ classes.

2. Instructed students in at least three of the following subject areas:
   - A. Reading
   - B. Math
   - C.
   - D.
   - E.

3. Successfully assisted ______ students to contact a variety of social service agencies in the community to receive services that aided them in continuing their attendance.

4. Assisted in analyzing and testing educational materials for the degree to which they meet the needs of ABE students.

5. Prepared audio-visual materials to enhance classroom instruction

6. Assisted _______ students to complete the ABE program.

7. Assisted _______ students who have completed the ABE program to move into second step programs, such as vocational training, GED courses, jobs, etc.

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PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name ______________________________________

Title ______________________________________

Comment: ______________________________________

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

A. Work space

B. Equipment and supplies

C. Telephone and postage

D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
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PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

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TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SERVICES VOLUNTEER

The Problem

In considering strategies for meeting the enormous needs for ABE services in the nation, it is obvious that funds for programs alone will not solve the problem. The use of volunteers on a large scale will necessarily be a part of any strategy to decrease illiteracy and increase adult basic education skills. The volunteer who is a member of the community and wishes to give of his time and talents to assist his fellow man will have to be mobilized in large numbers.

Therefore, it is felt that local ABE programs may be assisted in using community volunteers in increased numbers and greater effectiveness if there is available a person who can coordinate volunteer activities including recruiting, orienting, training, monitoring, evaluating, etc.

Furthermore, it is felt that the use of an ACTION Volunteer Services Volunteer would be an appropriate application of a volunteer generating numbers of other volunteers to assit and service ABE programs.

VOLUNTEER SERVICES VOLUNTEER

Job Description

DEFINITION:

This is work involving the identification of sources for volunteers, establishing contact, interviewing, and defining the areas of volunteer need. The volunteer should have the ability to grasp the overall program need and arrange for adequate class coverage, recruitment, and counseling needs in an ABE program. The volunteer also arranges for training schedules for each selected volunteer and serves as coordinator in special areas of supportive services for volunteers.

DUTIES:

1. Identify volunteer program objectives and projected volunteer service needs.
2. Establish and contact sources of potential volunteers.
3. Structure and conduct interviews.
4. Determine by program criteria persons having necessary qualifications for performance.
5. Maintain pertinent data on volunteer staff.
6. Prepare staff schedule based on program needs.
7. Make staff assignments.

8. Define and maintain a reporting system for volunteer staff.

10. Keep schedule of volunteer hours.

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SERVICES VOLUNTEER

Objectives

During the year of service the volunteer will have:

1. Served as a focal point for volunteer staff and program sponsors.

2. Coordinated a volunteer staff in the performance of duties assigned in ABE programs.

3. Determined by evaluation the quality of volunteers' service.

4. Recommended adjustments for better program coverage.

5. Conducted periodic consultations with volunteers to assist in problem solving if applicable.

6. Given thorough orientation to potential volunteers, advising them of the dimensions of working with adults.

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT COMMITTEE

VOLUNTEER SERVICES DIRECTOR

Job Description

QUALIFICATIONS:

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER SUPERVISION AND SUPPORT

1. To whom will volunteer report?

Name ____

Title ____

Comment: ____

____

____

2. Are there adequate work facilities (related to volunteer's job needs)?

A. Work space

B. Equipment and supplies

C. Telephone and postage

D. Other

3. Are there supportive services and resources available for the volunteer?

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

VOLUNTEER TRAINING

1. Inputs for centralized pre-service training

2. Inputs for on-site pre-service training

3. Inputs for on-going in-service training

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PROPOSAL DEVELOPMENT WORKSHEET

EVALUATION OF VOLUNTEER PERFORMANCE

1. Who will be responsible for volunteer performance evaluation?

Name____

Title_______________________________________

2. What methods will be used for evaluating performance? (E.g. written reports, evaluation forms, observation, interviews)

3. Benchmarks for volunteer performance evaluation

A. 3 Months

B. 6 Months

C. 9 Months

D. 12 Months

RATINGS BY CONFERENCE OBSERVERS

APPENDIX G

LIST OF CONFERENCE OBSERVERS

Nebraska Conference

Dr. Leonard Hill
Gil Janssen
Bayard Clark
Christ Kryiazis
Dorothy Kennedy

Ohio Conference

Christ Kyriazis
Bayard Clark
Yvette Corsey
Putnam Barber
Charles Cain

New Jersey Conference

Bayard Clark
Ellsworth Morgan
Christ Kyriazis
Ben Conte
Myrna G. Hugi
Purnell Swett
Vincent Fausto

SUMMARY OF RATINGS BY CONFERENCE OBSERVERS
CHECKLIST FOR PLANNING TASK FORCES
NEBRASKA, OHIO, AND NEW JERSEY)

Instructions given: Please rate each category below on a 1 - 5 scale; 1 is the lowest level of achievement, 5 the highest (circle the appropriate number).

CATEGORY	RATING				
	1	2	3	4	5
ACCOMMODATIONS AND SERVICES					
Transportation well arranged	2		2	1	6
Living quarters clean & comfortable				3	11
Adequate meal arrangements			2	3	11
Interesting social activities			1	3	8
Adequate supportive services			1	5	9
CONFERENCE DESIGN					
Proper sequence of sessions			1		13
Sessions began on time			3	4	10
Sessions ended on time			3	4	8
Length of sessions met need			2	6	7
Diversified program format		1	2	6	6
Adequate number of breaks			2	5	9
Participants had opportunity to modify design			3	4	7

CATEGORY	1	2	3	4	5	
FACILITIES						
Good lighting			1	4	11	
Proper ventilation			1	3	12	
Comfortable seating			5	3	8	
Adequate space			1	5	10	
Restrooms nearby			1	3	12	
Adequate information given for use of facilities			1	2	11	
Sufficient directional signs		1	1	6	7	
PARTICIPANT MATERIAL AND AUDIO-VISUALS						
Appropriate to session			1	2	13	
Well prepared				3	13	
Well presented and explained				4	12	
Presented at proper time				4	12	
Sufficient supportive materials (pens, pencils, pads, etc.)		1		2	12	
ATMOSPHERE						
Informal			1	6	9	
Friendly			1	4	11	
Cooperative				2	14	
Courteous				1	15	
Animated			2	8	6	
Attentive			1	7	8	

CATEGORY	1	2	3	4	5
PARTICIPATION					
Orderly discussion			1	6	8
Freedom of expression			1	4	11
Well balanced participation			2	6	6
Relevant discussion				7	8
Methodical discussion (group had sense of direction)			3	5	7
SPEAKERS AS A GROUP					
Audible			1	2	13
Intelligible				2	14
Well organized				4	11
Purposeful				2	13
Direction				3	12
Provocative			3	5	6
CONFERENCE OBJECTIVES					
Clearly defined			2	1	13
Communicated to participants			1	4	10
Met by program				3	10

SUMMARY OF RESPONSE
FROM CONFERENCE PARTICIPANT REACTION FORM

APPENDIX H

SUMMARY OF RESPONSE FROM PARTICIPANT REACTION FORM

*(31 of 52 Participants Commenting)

	A. Time Spent			B. Value				
	Too Little	About Right	Too Much	Little Value				Great Value
	1	2	3	1	2	3	4	5
Conference as a whole		27	4	2	1	5	11	12
Session I	1	24	6	1	1	9	11	9
Session II	1	24	6	2	2	7	11	9
Session III	4	23	4	3	1	8	12	7
Session IV	2	28	1	1	1	7	11	11
Session V	5	25	0	1	1	6	10	12
Session VI	5	21	2	2	2	6	9	9
Session VII	0	26	1	2	3	5	12	5

* (See Appendix for original of this form)

How well were your specific concerns dealt with in this conference?

13 Extremely well, 10 Mostly, 8 Moderately well 0 Not well at all.

How would you rate the conference atmosphere in regard to freedom to participate:

21 Excellent, 8 Good, 2 Fair, 0 Poor

In the course of the conference, were valuable decisions made or understandings arrived at for the use of ACTION Volunteers in ABE programs?

0 None, 0 Few, 10 Some, 21 Many

Overall, how helpful were the conference materials given to you in respect to achieving conference goals?

(Not helpful)	1	2	3	4	5	(Very helpful)
	0	0	4	13	14	

LISTING OF COMMENTS MADE BY CONFERENCE PARTICIPANTS ON PARTICIPANT REACTION FORM

(31 of 52 participants commenting)

CATEGORY OF COMMENT	NUMBER OF COMMENTS
1. New Topics to be Added	
None	22
ACTION Volunteer and regular staff development	1
Discussion of major components of proposal design	1
Similar volunteer projects	1
More about USOE	2
More ACTION input	2
Group background information	1
Effect of volunteer with regular staff	1
2. Improvement of Discussion Process	
None	20
Conference leader too domineering first day	1
More time for conferees' input	2
Time schedule more strictly adhered to	1
Better pre-conference orientation	3
More discussion time for volunteer proposals	2
More time for first day speakers	1
More time for proposal development	1
3. Improvement of Conference Organization or Procedure	
None	26
More time for proposal development	1
Greater pre-conference involvement of all participating agencies	1
Allow a little more time for flexibility	1
More preplanning time at state level	2
No hard sell	1
4. Conference Material	
None	23
Initial instruction explained more explicitly	1
Greater choice of proposal development outlines	1
More printed guidelines for utilization of volunteers	1
More recruitment slide presentations	1
More time for ACTION application kit	1
AAE booklets distributed prior to conference	1

More blanks on proposal development form	1
Lay out total materials in first session	1

5. Conference Arrangements

None	14
Two day conference instead of three	3
Better explanation of arriving and departing from site	3
Better arrangement to Krisheim from airport	3
Better meals	1
More towels in room	1
Additional time to tour Feeder and other active ABE programs	2
Midtown location	2
Rooms dirty and lacking atmosphere	2

6. Other Comments

None	29
Roster of all participants distributed on first day	1
More time for local directors to plan with State Department	1

TASK FORCE FOR PLANNING ACTION VOLUNTEER USE
IN ABE

PARTICIPANT REACTION

Participant for ABE Task Force State of ____________________

Please circle the appropriate numbers in columns A and B below and write in column C any comments concerning your evaluation.

	A. Time Spent Too Little About Right Too Much	B. Value Little Value Great Value	C. Comment
I. Conference as a whole	1 2 3	1 2 3 4 5	
II. Monday			
Session I Background of the Task Force: Philosophy and Potential	1 2 3	1 2 3 4 5	
Session II Overview of Conference Design and Objectives	1 2 3	1 2 3 4 5	
Session III Identification of ABE Problem Areas and Need for Volunteers	1 2 3	1 2 3 4 5	
III. Tuesday			
Session IV Proposal Development Workshop Part I	1 2 3	1 2 3 4 5	
Session V Proposal Development Workshop Part II	1 2 3	1 2 3 4 5	
Session VI State-wide Planning and Coordination	1 2 3	1 2 3 4 5	
IV. Wednesday			
Session VII Conference Wrap Up	1 2 3	1 2 3 4 5	

Your candid response to the following questions will help us to plan for future meetings.

1. What new topics might be added for any future conferences of a similar nature?

2. How well were your specific concerns dealt with in this conference?

____Extremely well ____Mostly ____Moderately well

____Not well at all

3. What suggestions do you have for the improvement of the conference discussion process?

4. How would you rate the conference atmosphere in regard to freedom of attendees to actively participate?

____Excellent ____Good ____Fair ____Poor

5. What suggestions do you have for the improvement of conference arrangements, transportation, physical facilities, schedules, meals, length of conferences, social activities, etc?

6. What might be done to improve conference organization or procedure?

7. In the course of the conference, were valuable decisions made or understandings arrived at for the use of ACTION Volunteers in ABE programs?

____None ____Few ____Some ____Many

8. Overall, how helpful were the conference materials given to you in respect to achieving conference goals?

(not helpful) 1 2 3 4 5 (very helpful)

9. What conference materials would you see being changed or included which would enhance the achievement of conference goals?

10. Please make any other comments or suggestions which would assist us in planning for future conferences. (Use back of page for additional comments.)

ESTIMATED MINIMUM MARKET VALUE
OF
REQUESTED VOLUNTEERS

APPENDIX I

ESTIMATED MINIMUM MARKET VALUE OF REQUESTED VOLUNTEERS

Volunteer Title	Estimated Annual Market Value	Nebraska No.	Nebraska Value	Ohio No.	Ohio Value	New Jersey No.	New Jersey Value	Total No.	Total Value
Communications Specialist	$12,000	3	$36,000	1	$12,000	1	$12,000	5	$60,000
Counselor	8,000 8,000	1	8,000	1	8,000	3	24,000	5	40,000
Counselor, Spanish Speaking	8,000					3	24,000	3	24,000
Counselor Recruiter	8,000	1	8,000					1	8,000
Curriculum Specialist	12,000	3	36,000	1	12,000	3	36,000	6	72,000
Learning Disability Specialist	14,000					1	14,000	1	14,000
Managememt Systems Analyst	18,000					1	18,000	1	18,000
Planning & Evaluation Specialist	18,000	1	18,000					1	18,000
Reading Specialist	12,000					4	48,000	4	48,000
Recruiter	6,000	7	42,000	10	60,000	7	42,000	24	144,000
Supportive Services Specialist	10,000			1	10,000			1	10,000
Teacher Trainer	10,000	1	10,000					1	10,000
Tutor Recruiter	7,000			2	14,000			2	14,000
Volunteer Services Specialist	12,000	2	24,000			1	12,000	3	36,000
TOTALS		19	$182,000	16	$116,000	24	$230,000	59	$516,000
AVERAGE VALUE			$ 9,579		$ 7,250		$ 9,583		$ 8,745